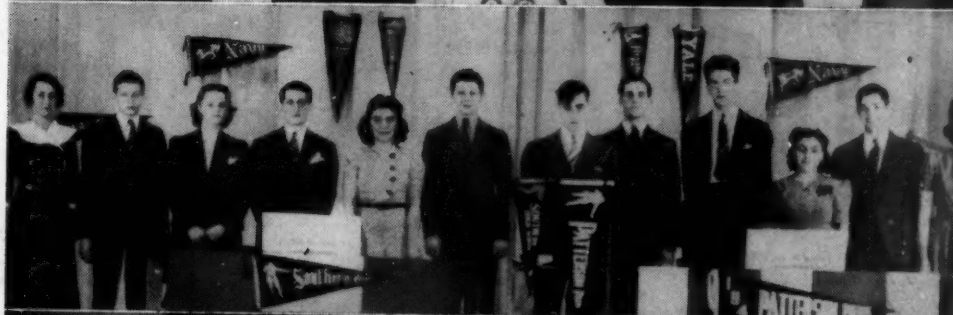
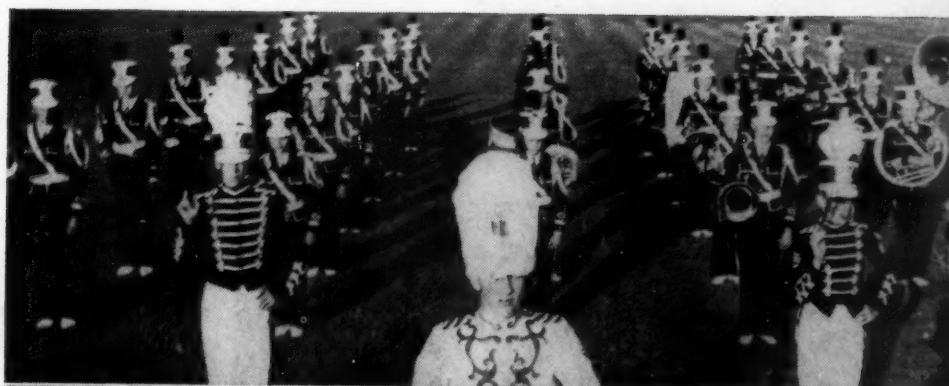


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As the Editor Sees It

Rather frequently we hear interested and enthusiastic teachers and administrators complain that their schools do not have "100 per cent participation" in extra-curricular activities, and wonder what they can do in order to attain this ideal.

Frankly, we doubt if any school has, or ever will have, 100 per cent participation, at least of a high order. Perhaps it isn't even desirable. A school does not have it in health, attendance, punctuality, interest, or scholastic success (even though it may have it, theoretically, in curricular participation). So why expect it in activities? Really, about the only interesting 100 per cent participation is vacation!

Our ECA program is entirely voluntary and it is just not reasonable to expect even a good and varied program to interest ALL of the student ALL of the time. It doesn't interest the teachers to that extent. Our guess is that if even two-thirds or so, say, of your student body is vitally interested in your program you should congratulate yourself.

We have received a number of inquiries concerning possible substitutes for class rings and other jewelry. If you have replaced these with something else won't you write us for immediate publication a short account of your substitution? Thanks.

Perhaps you have noted last fall and early winter that there has been a great deal of published criticism of the length of high school football and basketball schedules. If so, you will have noted, likely, that a considerable share of this adverse comment came from athletic coaches, directors, and committees. The general feeling appears to be that eight-game football, and sixteen-game basketball schedules are too long. Most certainly a sixteen-game basketball schedule plus a two-to-ten-game tournament is excessive.

Recently we headed a panel composed of high school students. This group was

discussing an important local problem—and without fear of concentration camps, prison cells, or the executioner's ax. How different from the situation in dictator-controlled nations!

BUT . . . Can you imagine a medical college refusing to allow prospective physicians to learn about typhoid fever, pneumonia, smallpox, or erysipelas? We'll wager that you know schools that refuse to allow students to learn about communism, facism, anarchism, propaganda, false advertising and marketing, rotten politics, and other social diseases, local, national, and international.

Despite what is being done, it is a sad commentary that in the public schools of a supposedly free-speech land the vital aspects of social, industrial, political, religious, personal, and financial problems are soft-pedalled.

If the financial budget of your school or district is facing opposition, get the figures on the cost of the hard liquor consumed in your territory and give them plenty of publicity. A comparison of the figures for public education and hard liquor will be most enlightening and surprising to your supporters and opposers. Fine material here for your assembly and home room programs, newspaper, posters, exhibits, and other school activities.

A professional term that is disappearing fast (but not fast enough)—"excursion." We were sorry to see this expression used in the title of a recent Ph.D. dissertation published by a most reputable institution. "Excursion" connotes a sight-seeing expedition. "School trip" for shorter, and "school tour" for longer distances are expressions much more accurate and desirable. Let's forget the expression "school excursion." It does not belong in our professional vocabulary.

Not too early to begin to plan for your commencement season. But, if you use an outside speaker, it may be too late to get him for your date. Moral. . .

Limitation of Pupil Participation

DURING the past few years the writer has received many requests from principals and guidance directors bearing on the question of limitation of student participation in extra-classroom activities. He has been asked to evaluate point systems, schemes which involve weighing of various activities, and similar questions. There seems to be a real problem in this matter, one which has never been adequately solved.

One great difficulty is to set up any one general regulation or limitation which will operate with equal justice for all pupils. As soon as one plan is determined upon and put into operation it seems that tremendous pressure is brought for exceptions of different sorts, and one is faced with the alternative of either adhering rigidly to a regulation which seems to work individual injustice or else to make exceptions which tend to make the entire set of rules generally inoperative—in other words, a dead letter. Again, in attempts to evaluate one activity as against another, great difficulty is encountered owing to the vast differences in time, energy, and results which are found as between different pupils in any one activity. In some cases jealousies among groups and pupils are engendered, and the whole plan is dropped in the interest of harmony. The fact seems to be that at present there is no general yardstick which can be employed for all activities in all schools with any degree of uniformity.

Now let us look at another phase of our school organization. Probably no principle has been more universally agreed upon than the large principle of individual differences between our pupils. In order to meet this situation adequately, another principle agreed upon is that we need adequate guidance programs in our schools. Accordingly every up-to-date school of today proclaims its adherence to the principle of individual differences and has organized a more or less elaborate plan of pupil guidance to meet it.

Yet we continue to find rather inexplicable situations in these same schools. Alongside a fine guidance program we find too often a rigid program of curriculum organization, making it very difficult for a pupil to be graduated from the school unless he adheres to a predetermined program of subject matter, the operation of which nullifies the proper placement of a pupil in the direct line of his individual needs and aptitudes. In like manner we may find alongside such excellent guidance programs a more or less rigid point system, or system of individual limitation in activities, which in the same manner goes far to annul

R. H. JORDAN

*Professor of Education, Cornell University,
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the individual needs of pupils in that particular field.

It would seem that it might be wise for us to adopt a greater consistency in this whole matter, as between the principles which we assert and the practice through which these principles may be put into effect. Of course, on the side of curriculum adjustment more and more schools are turning from the multiple-type curriculum to the constants-with-variables plan, and thus find it much easier to meet individual curricular needs and at the same time maintain a reasonable standard of attainment. Would it not in the long run be better for us to rest our case for limitation of participation in extra-classroom work upon the principle of individual guidance, rather than adopt any artificial plan for participation?

The only fixed rule in this situation would be that the guidance counselor should assume responsibility for advising the pupil in the extra-classroom field in much the same way as he gives him advice in his educational program. Thus a child who has great difficulty in meeting minimum classroom responsibilities would be restricted to that type of extra-classroom participation which would serve two ends: first, to interfere as little as possible with successful classroom work; and second, to meet a definite felt need on the part of the pupil. At the other end of the scale is the pupil who maintains himself on the honor roll with relatively little difficulty and so would have time and could profit best by being given practically a free rein in selecting extra-classroom work which would give him a broad and fruitful experience by way of rounding out his general educational preparation for the future. In between these extremes there would be all sorts of interesting and valuable programs involving these extra-curricular and the curricular offerings which would give the individual child those things both desired most and needed most for this same educational goal.

It must be borne in mind that this discussion centers around general participation. It does not touch upon public performance, office holding, or other such prized positions in the eyes of the student body. Limitation of office holding or regulations for appearance as representative of the school before the general public, might well follow the suggestions

made by Dr. McKown in his early book entitled *School Clubs*. Here that author drew a sharp line between general participation on the one hand, and office holding and public performance on the other. And the writer is quite in accord with his conclusions.

The gist of this whole matter is a plea for consistency. If we believe in making allowance for the differences between individual pupils involving their needs and capacities, their desires and their aptitudes, and if we set up elaborate and carefully planned guidance programs to meet these needs, then artificial barriers should not be set up administratively which will prevent this guidance service from doing that which it is organized to do. If point systems and artificial limitations on participation stand in the way, let us use good common sense and abolish them in the interests of justice to all of our students.

County Junior Historical Society

BERTHA J. AMMON
*Robertsdale High School,
Robertsdale, Ala.*

HISTORICALLY minded citizens of Baldwin County and of other sections of Alabama were greatly interested in the first county-wide meeting of the Junior Historical Society which was held at Daphne, November 7, 1940. Unique in the fact that it has a chapter in every junior and senior high school of the county, the society has enrolled a total membership of 300 boys and girls. The chief purposes of this organization of young people are to interest themselves and the community in their background and to mark for posterity spots of historical interest in their locality.

Honoring the occasion with their presence and contributing to the program were a number of outside notables. These included the president and the chairman of the Youth Cooperation committees of the Alabama Federated Clubs, the president of the Mobile Historical Preservation Society, and two speakers from Birmingham, who gave their valued illustrated lecture on "Hidden Homes of Alabama"—historic mansions off the beaten tourist path. These distinguished visitors told the youthful members of the Society what they could do to preserve the county's historical spots, how to build up a central county museum and smaller collections in schools, and how welcome contributions would be to the large museum in Mobile. At noon a picnic lunch was served nearby at the famous Jackson Oak, the preservation of which is one of the Society's major projects this year.

In the constitution of the Society, its objects are set forth as follows:

1. To unite in one local organization those students who are enrolled or interested in any phase of history or science (natural history) to be found in Baldwin County.
2. To correlate closely the historical and scientific work performed by this society with classroom work in the local school.
3. To act as a central agency through which will clear correct information concerning the history and science of Baldwin County in every possible way.
4. To encourage the dissemination of such knowledge gained.
5. To collect specimens and data for the purpose of perpetuation of this information.
6. To build a free museum for the public in an acceptable location in this county, placing one half of the collections in said museum and retaining one half for local schools and chapters.
7. To maintain a chapter in each junior and senior high school.

Any interested pupil, especially those enrolled in history and science subjects, may join a local chapter on approval of the membership committee and on payment of the twenty-five cents annual dues, fifteen cents of which go to the county organization. The county organization funds are used chiefly for purchasing literature, for gathering collections and preparing specimens, for the printing of general programs, and for the buttons which the members wear. Each chapter and the county organization have the usual complement of officers, except that the latter has a board of trustees empowered to hold title to the Society's property. Every chapter, also the county organization, has a faculty adviser. The entire enterprise is vigorously encouraged by teachers, principals and the county superintendent of schools.

The Society, within the short time since its organization, has realized several of its ideals and aims, the most outstanding of which are as follows: a noteworthy museum collection; a much better understanding of how the past has made the present; several beautifully marked historic trails; and, finally, many fine friendships made between pioneer citizens and young people of today's schools.

Institutions may crumble and governments fall, but it is only that they may renew a better youth.—*George Bancroft*.

You can work yourself into a better job, and you can talk yourself out of a good job.

It is easier to fight for one's principles than to live up to them.—*Alfred Adler*.

Seeking Avocational Aptitudes for Clubs

DESPITE the many conflicting points of view in the field of education, there seems to exist a fundamental agreement that there is a need in the secondary school for a recreational program which may have some transfer where a life vocation or avocation is concerned. It is true that many schools tend to minimize the future-life point of view in their extra-curricular programs, but, on the whole, provision for some sort of planned extra-class program goes steadily forward. There are nearly as many different kinds of programs as there are schools, the faculty and administration of each school quite properly following their own theories in so far as it is possible for them to do so. However, the various extra-curricular organizations tend usually to fall into one of three categories.

In the first category we have the school which makes the extra-curricular club organization a part of the school's regular curricular program, allowing one or more periods a week to clubs while the school is actually in session. The point of view behind this procedure seems to be that in these days of added leisure it is important to give the children some carry over recreational interests that may be made part of their individual out-of-school lives, both for the present and for the future. There is also the supporting point of view that avocations present a real educational opportunity just as valuable as the subject matter that may occur in the compartments of the formally organized courses. The club - activities - as - part-of-the-formal-class-time type of program also finds supporters in the centralized school where the children leave on busses immediately after school, which, of course leaves no opportunity for the boys and girls to get together except when school is actually in session.

In the second category we find a well organized system of clubs, closely supervised, offering a fairly wide range of recreational and hobby interests.

The third category introduces a loosely organized and supervised program, where the general point of view regards the clubs as a more or less necessary evil whose value is dubious and which, on the whole, represents a waste of time and effort.

Opponents and supporters of all three categories can find much in favor of, or against particular points of view, as is indeed true of all the various phases of educational endeavor.

Of late years employment for people out of school has been at best uncertain, and even when jobs are secured they are seldom what the job seeker had hoped to obtain. Even for

JOHN E. HORROCKS

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Fulton, New York*

those who do gain employment at graduation or somewhat later, there is the fact that working hours become shorter and shorter. With the increased leisure thus afforded comes the question, far too often answered unsatisfactorily from the point of view of both society and the individual, as to what to do. Thus, it becomes of importance for the schools which are attempting to help both the individual and society to present something in the line of hobbies and recreational interests.

Furthermore, hobbies and various clubs offer excellent educational opportunities which enlist the support of the students, who often show far more enthusiasm for this type of program than they do for the more formally organized program.

Educators have made an attempt to meet the problem and the challenge of the extra-curricular program. Unfortunately, there have been several difficulties. In the first place organization and selection of clubs has been haphazard. Faculty members have been arbitrarily assigned to clubs for which their interest is small. Even in those cases where interest has existed on the part of faculty members involved there has been a feeling that the club represented a drain on their spare time, which was hardly just or desirable. The organization of the club has often been busy-work which accomplished nothing and became merely a way of decently filling in the time. Finally, running throughout the year as the club does it tends in many cases to be too long drawn out to hold the interest of anyone.

The boys and girls themselves tend sometimes to regard the club as a nuisance and as something from which little is to be expected. All too often the process of selection is by the vote of the members, and the clubs tend to be reduced to the status of a social clique. The existence of such groups as a factor upon the democratic morale of the school community is too obvious to need explanation. Even so, unless absolutely forced, fewer than half of the students join these clubs, and of those who do join, only a comparative handful become affiliated with more than one.

In the case of clubs organized as part of the formal curriculum and having a regularly scheduled place during school hours, it is found that they tend, even more than any other kind, to become busy-work. Their program tends to be strained, artificial, and pontifical

in its effort to fill in time. The children join because they have to or because it represents a means of getting out of work.

To sum it all up, extra-class activities usually end in becoming just another part of the curriculum which exists because—well, just because it exists. Nearly everyone renders the extra-curricular too much lip program service or too much bombast, and there is far too little effort at analysis. Consequently, a club program which could eliminate the undesirable features discussed above and at the same time be of real, practical, and lasting benefit would seem to be something that is seriously needed.

The description of the following attempt to meet some of these problems is not complete, nor does it represent the final word. However, it is an attempt, and as such is not entirely without merit.

The following program is predicated upon the belief that a citizen should have a number of recreational interests, and that every individual has many aptitudes and interests along the recreational line, if only they can be discovered and given scope for development. Further, it is believed that every boy or girl should have scope for his interests.

Under this plan the school would institute a series of exploratory hobby courses so that each pupil would have an opportunity to sample a wide variety of hobby and recreational experiences over a period of time. In order that none of these experiences would die for lack of interest due to excessive duration, each exploratory course would be limited to a period not exceeding ten weeks (ten meetings) after which the course would be discontinued in favor of another exploratory course. During the time consumed by the course an overview of the hobby involved could be given and preliminary attempts at the skills of any given interest be made.

A wide selection of courses should be offered and publicized by mimeographing a list of the ones to be offered, together with a description of each course. Descriptions and discussions could be given in the school paper and in the assembly. The whole aim should be to arouse interest and popularity. Each student would be expected to register for one such course a semester, or in some cases, perhaps for more than one. Where real interest is aroused the boy or girl can re-register the second time the course is given and perhaps help in the presentation of material, as older boy scouts do in the operation of their troops. In the case of a group who seem really interested an advanced course might be arranged to be taken following the preliminary course.

As to the number of such courses to be given, and as to the hobbies and recreations to be included, it would be well to let the

expressed interests of the students serve as the final guide. The faculty, after a survey of their interests, might be able to offer some usable suggestions. Some of the courses offered will be so popular that it would probably be well to offer more than one section. Possible examples of courses could include dressmaking, singing, photography, sketching, hiking, social dancing, tap dancing, stamp collecting, camp cookery, first aid, wood finishing, book binding, gardening, public speaking. In fact, anything that people may profitably do in their spare time could become the basis of study of a group of interested boys and girls. How practical or how theoretical each course would be should depend entirely on the group taking it. Courses of this type have a significance beyond their recreational aspect. They may also serve as leads into possible vocations or may serve the student as an aid in his choice of school electives.

Teachers giving such short courses are given an opportunity to arrange material for a new kind of presentation, and professional growth is enhanced. Many of the more traditional teachers will discover for the first time some of the values of the newer methodology. Such an extra-curricular organization represents a good opportunity to get out of a rut. A serious pitfall, however, would be to make the courses teacher centered. Essentially, children like to do things themselves, and so it would be advisable to conduct each group on as extensive an activity basis as possible. Naturally there will be no place for group hurdles in the form of tests. As a matter of fact, the term *teacher* is an unfortunate one in this case. A better word would be leader, guide, or perhaps, even fellow worker.

Where it is advisable or possible, it will be found advantageous to call in various townspeople for occasional talks, or in some cases to run a whole course. Teachers themselves have enough interests that they will be well able to offer most of these courses. A general faculty meeting could act as a period of discussion to enlist teacher cooperation and as a time when the abilities and interests of a group could be canvassed. Cooperation once enlisted, it will not be found difficult to find advisors for all the courses proposed. When a course is to be given a second time it might be found advisable to change the instructor or advisor.

As to the time when such courses could be given. Matters of program organization and schedule will depend largely upon the individual school system and will depend upon such matters as school bus transportation, the educational philosophy of the administration, the teaching staff, available funds, and the many other details of administrative organization. Some schools might care to give a regular

(Continued on page 190)

Alumni Assist In Evaluation

FOR a number of years Hickman High School has built its program around the idea that every effort should be made to give the students as enriched and complete a schedule of class and extra-curricular activities as possible.

To aid in evaluating the program which has been in existence since 1927, Dr. Fred B. Dixon, our high school principal, suggested that a questionnaire be sent to some of the alumni. It seemed that the former most popular and most versatile students furnished an excellent cross-section from which to obtain the desired information. (In our school the two most popular and most versatile boys and girls are selected each year from the senior class by the seniors themselves.) A committee from my senior home room assumed the responsibility of securing the names and addresses of the students and of formulating the letter and questionnaire which was mailed to them.

The following questionnaire was used.

1. What part of your school experience do you rate as most valuable? Why?
2. What part of your school experience do you rate as least valuable? Why?
3. Did you find the club program to be (Underline one) very valuable; valuable; some value; little value; no value.
4. Did you find your home room activities to be (Underline one) very valuable; valuable; some value; little value; no value.
5. Please state how the high school of today, either in the class room or by student activities, might better prepare students for problems which they will face after high school.

From the 45 questionnaires sent out, 18 returns were received. It was suggested that signatures might be omitted, and as 10 took advantage of this suggestion it was somewhat difficult to judge of the range in age and experience. However, it is known that two of the replies were from students who were in school in 1928.

Because they were so individual and varied, it was impossible to tabulate the replies to any of the questions except (3) and (4). The best way seemed to be to take up each question, to give a general evaluation of the answers, and in some instances to quote the reply.

To the first question, "What part of your school experience do you rate as most valuable and why?" approximately two-thirds rated the experience received through clubs or home room, or both, as most valuable. The

CHLOE JORDAN

Hickman High School,
Columbia, Missouri

reasons given were: opportunities for leadership, social contacts, and learning to get along with others.

One student who graduated in 1929 wrote: "I have found that the ability to 'get along' with others, whether it be in school or everyday life, cannot be minimized in importance and it is a first in the list of 'musts' for successful, happy living."

Another said: "An early foundation for knowing people, appreciating them, and most of all, getting along with them, is not only an asset but practically a necessity."

Still another stated: "Most of all, the home room activities were valuable to me. In my senior year I remember that my home room teacher got for each of us a University of Missouri catalog. He went through this with us and helped us plan our programs for the following year."

However, a few of the students did not feel that the club and home room program was the most valuable part of their school life and answered in this manner: "I believe that knowledge gained from classroom work should be rated as most valuable. It is valuable to the student who expects to continue his schooling, for it gives him the proper background for college work."

The second question, "What part of your school experience do you rate as least valuable and why?" seemed to be the most difficult one to answer. Two left it blank; three said that they could not answer it; one said the club program because the students were too noisy; and five stated that a study of languages or mathematics had been of least value to them.

Answers to the third question, "Did you find the club program to be very valuable; valuable; some value; little value?" were as follows: 6 found the club program very valuable; 7, valuable; 4, some value; 1, little value; 0, no value.

Answers to the fourth question, "Did you find your home room activities to be very valuable; valuable; some value; little value; no value?" were as follows: 5 found the home room activities very valuable; 7, valuable; 3, some value; 3, little value; 0, no value.

The fifth question was: "Please state how the high school of today either in the classroom or by student activities might better prepare students for problems which they will have to face after high school."

The answers to this question were varied and interesting. Five of the sixteen mentioned the fact that students, while in high school, should acquire better study habits. To quote from one answer, "If one is preparing for college, the high school of today can be a determiner of one's success in college. The person who graduates from college must have native intelligence or good study habits, or both. Study habits can be acquired through high school by learning what to study, by practicing concentration, and the plain old habit of a few minutes study every night."

A few of the answers were of this type: "I feel that assuming responsibility is one of the most important things the student should learn in high school," and "Emphasize the importance of courtesy and dependability."

One student wrote quite a long, interesting letter from which one paragraph is quoted.

"If I would presume to be critical, I would say that I wish in some way I might have been made to see the importance of unlikeable subjects. I mean, for example, that my comparative ignorance of the sciences (chemistry and its related subjects) that I so studiously avoided in school, precludes to an extent any great understanding of the scientist's world. Yet I know that theirs is a magic world. The problems and potentialities of engineering are vast, yet I can share only to a limited extent in the knowledge of its fascinating existence. Therefore, an attempt to show the student the importance of all subjects in their proper relationship is, I think, something that might well have more emphasis placed on it in the high school curriculum."

A number of suggestions were made as to definite courses or types of activity which might be included in the high school curriculum. Some of these have been added since the students who suggested them were graduated. Among them are classes in craft work, classes in social dancing, outside speakers with experience in certain fields, personnel classes, and more individual counseling.

One student would make courses in salesmanship and accounting required courses for every boy and in stenography for every girl. She also thought a course in marriage problems and budgeting would be very helpful. Another wrote: "Home economics should be required at least one year during senior high school, to help girls meet personal grooming problems and planning of clothing."

A student who was chosen most versatile boy in 1932 offered these suggestions:

"I think all high school students should be given at least a half year course where the following practical subjects should be presented very simply:

1. Business law—contracts, leases, invoices, etc.—should be explained.

2. Community criminal laws—the laws concerning theft, arson, perjury, libel, etc. and the punishment thereof—should be discussed.
3. A few of the major principles of city planning—how water, light, sewage, etc. facilities are provided—should be explained. A discussion of the various types of construction of streets, homes, and public buildings should be given. How property lines are determined should be known.
4. The citizen—his duties, rights, and responsibilities as a voter, a home or property owner, and as an employer or employee—should be discussed.

"A lot of this knowledge a student gathers from courses from grade school on, such as in citizenship courses, but he doesn't learn it all unless things have changed considerably in the last eight years."

In conclusion I would say that I was somewhat disappointed in the number of replies, but I feel that the information received was representative of the opinions of the whole group and fully justified the effort and time given to the project. With so many different opinions and suggestions offered, we can come to one conclusion, at least, and that is—the importance of guidance. It seemed as though one person suggested this when she wrote:

"There is really nothing gotten from high school that is not valuable. In my case, I feel that I paid too much time to extra activities, and, as a result I find I am weak in my class work. Hickman High School had everything regulated just about right. There seemed to be just enough of this and just enough of that, but I am afraid too many students, like myself, tend to pull to one side or the other."

One recalls the old story of the professor and the guide in a canoe on a lake. "Have you studied Latin or Greek?" said the professor. "No," answered the guide. "Well," said the professor, "You have lost a quarter of your life. Have you read history or poetry?" "No," said the guide. "Well, you've lost another quarter of life," said the professor. Just then the canoe upset and the guide shouted, "Can you swim!" to which the professor bumbled, "No." "Well," said the guide, "You've lost the whole of your life."—*School and Society*.

"By mutual confidence and mutual aid
Great deeds are done and great discoveries
made:

The wise, new prudence from the wise acquire

And one brave hero fans another's fire."

—Homer.

A Junior High Guidance Club

ONE OF the problems facing those interested in guidance work in the junior high school is the problem of interesting the students in the effort being made by the school to help guide them in their personal, vocational, and educational problems.

The Burbank Junior High School of Houston, Texas has experienced some interesting results from its experiment with guidance clubs. The implications of these results are even more pleasantly startling, and they give promise of developing into one of the major techniques of the formal guidance program of the school.

For a number of years the junior high schools of Houston have made use of a home room period, mid-way through the school day. This period, thirty minutes in length, is devoted to home room activities three days each week—Monday, Wednesday, and Friday. On Tuesday and Thursday of each week the student goes, during this period, to clubs meeting with the various members of the faculty.

The Guidance Club at Burbank is composed of two members from each home room, and these representatives are selected from among those students who have evidenced normal intelligence, leadership, and acceptable conduct. These qualities have been found to be prerequisite to the type of work members of the club are called upon to accomplish. The Guidance Club members must lead their various home rooms in guidance programs and discussion groups and demonstrate civic responsibility to their fellow students.

Service to the school and its guidance effort is offered in a number of direct and a number of indirect ways. The members of the club themselves derive untold benefits from their participation in the guidance club work: (1) Through participation in the preparation of guidance programs to be given in the home rooms twice each month they become conversant with the effort being made by the faculty and the administration of the school to guide them in their school work, and they develop a surprising amount of appreciation for the adult view point of guidance work. (2) As discussion leaders in the home rooms, they find their "groove" as leaders and develop socially. (3) They learn the value of civic participation, through group participation within the community of the school. This benefit will probably have some carry-over into their adult attitudes. (4) They develop school pride through their interest in interesting fellow students in it.

The school profits from the guidance club work in four general ways: (1) The work of

DALE H. PERKINS

*Burbank Junior High School,
Houston, Texas*

the guidance department is supplemented and advanced. (2) When students become interested in the welfare of fellow students, a more wholesome "esprit de corps" is readily discernable in the morale of the student body. (3) Many minor administrative problems are solved, or at least given a boost toward solution, such as the problem of keeping the school campus free of lunch sacks and paper, the thoughtless destruction of school property and the conduct of the students on the campus before and after school. (4) The function of the home room is enriched through common interest and pride in the school, and the home room becomes more than a mere administrative device.

Elsewhere in this article mention was made of the preparation of programs by the Guidance Club for presentation and discussion in the home room. These programs are worked out by the club members themselves under the guidance of the club sponsor. Such timely topics are selected upon which to build a home room program as: (1) Why Do We Need to Develop Better School Spirit in Our School? (2) How to Study, (3) Procedure in Conducting School Meetings, (4) Participation in Home Room Elections, and (5) The Place of the School in and Its Duty to the Community.

The club members take notes on discussion points that arise as they discuss the topic, and after the general discussion has become somewhat exhausted of its more valuable and obvious points, the members of the club are asked to bring to a subsequent club meeting any thought provoking questions that occur to them. Those questions are designed to arouse argument in the home room and stimulate the student's interest in the question "before the house." For example, under the topic, "How To Study," the question was asked of a certain home room: "Is it possible to study with the radio turned on?" Immediately the group was divided into three schools of thought: (1) those who thought that it was possible to study with the radio tuned in, (2) those whose idea it was that it was not possible to study under such conditions, and (3) those who thought that it didn't matter one way or the other. Members of the Guidance Club had foreseen this reaction and had decided in club meeting to allow the argument to proceed for a reasonable length of time before leading the thought of the group around

to the idea that the main point was not whether one could or could not study with the radio playing but whether or not it was possible for a student to obtain maximum efficiency from study while even partially distracted by other things. All agreed that the radio cut down on efficient study. Thus a group of students was brought to see, through their own thinking, that efficient study can best be accomplished in a quiet environment.

Other projects carried on by the club consist of scrap books relating to guidance work in other schools, pictures of the campuses of these other schools, clippings from various school papers having a bearing upon guidance work, and other pertinent material.

An interesting project current with the Burbank Guidance Club, and one that gives high promise of being well worth its time, is that of a display featuring camera shots of conditions in and about the school that conflict with good citizenship, good government, and school pride displayed side by side with pictures taken of the same spot after the club through its own effort had remedied the condition. Comparison, particularly visual comparison, is a powerful technique for driving home a point with junior high school students.

As various schools, in the development of their guidance work, find and use techniques best suited to the furtherance of their own guidance endeavors, the author believes that the employment of Guidance Clubs as a part of the extra-curricular program of the school, will be found to be an invaluable aid to the general guidance work as it is carried on by the school.

Athletics for the Rural High School

JOHN G. FRUEDENBERGER

*Athletic Director, Oxon Hill High School,
Oxon Hill, Maryland*

ATHLETICS form a valuable part of any secondary school program. In the past, the tendency has been to over-emphasize this phase of extra-curricular activities. In schools located in rural areas, lacking facilities for presentation of physical education as a part of the curriculum, athletics have tended to become the focal point around which the after-school activities have been centered. Within recent years, however, a trend has set in to de-emphasize athletics.

Situated in a community which has been traditionally sports-conscious, the Oxon Hill High School was, and still is, faced with a demand on the part of parents and other residents for a complete athletic program. To such an extent as was possible, this demand was

met. Within the past four years, however, the administration has undertaken to remove the overwhelming emphasis from athletics and substitute other worthwhile activities for it. This was carried out to the extent of eliminating one of the major sports from the list of competitive athletics.

Within the past two years, however, a counter-trend has set in, which seeks to stabilize and equalize the balance between athletics and other activities. Under the newer administrative program, athletics have been accorded a proper niche in the total system. With the maximum welfare of the student body as a major consideration, maximum student participation in both intramural and extramural athletics has been attempted.

The intramural program is planned for boys and girls. The girls' athletic director and the boys' athletic director hold group meetings at the beginning of each sport season. All students are required to be present in order that there shall be no misunderstanding of the proposed program. At that time, the total program is carefully explained to the students, and their cooperation is invited. Team captains for the intramural tournaments are then chosen, and they proceed to select team members from among those desiring to play. This is done under the supervision of the athletic director in order to make all teams as nearly equal as possible in playing strength.

Following this, schedules are arranged by which the teams play on Mondays, Wednesdays and Fridays, except on the days when assemblies are listed. Tuesday and Thursdays are reserved for school clubs and other organizations. All games are refereed by student officials, with the athletic director acting as supervisor and judge of any disputes which the student official may not be able to cope with. These are few, as students are constantly reminded of the integral relationship between good sportsmanship and athletics.

Teams which win intramural championships have their names engraved on appropriate plaques, which are hung in the principal's office. They are also accorded school recognition at one of the several athletic assemblies held during the school year. Under this system, student participation in intramural athletics has reached 85 percent.

Varsity athletics are administered in a slightly different manner. Practice sessions for varsity and junior varsity squads are held after classes have been dismissed. Students from all classes are eligible for participation, provided their scholastic endeavors have been adjudged satisfactory by their instructors. All candidates report for practice sessions as regularly as is possible in a community in which boys and girls must usually help with various phases of home life.

(Continued on page 213)

Establishing a Home Room Program

THIS is the third year of our experiment with home rooms in the Gillespie Community High School. I call it an experiment because our home rooms have been on trial for two years.

In order to understand this experiment more fully, some facts concerning our school should be known. During 1937 and 1938 one of our teachers tried the home room idea in her first hour class. It was so successful that the plan was tried throughout the school during 1938-39.

Our school has seventeen academic teachers and a student body of 550. Each of our four classes—freshman, sophomore, junior, and senior—was divided alphabetically into four groups. This made sixteen home rooms, which took sixteen of our teachers, leaving one as director, or home room supervisor. It might be valuable to note that our home rooms have an enrollment of from 30 to 35 students.

For the first two years things did not go as we expected. The teachers did not like the plan, neither did the pupils. Somewhere along the way something was wrong. We decided to study the matter at summer school. It worked in some schools; surely it would work in ours.

Many things were found that had prevented the expected success. In the first place, too much had been expected in too short a time. Months and months are required to develop a home room system satisfactory to any individual school. Schools differ, and the differences must be taken into consideration when any important change in organization is contemplated.

In the second place, our teachers were not familiar with the purposes of the home room organization. We have a good faculty, but they had had no experience in the home room development. The first thing that was done to help this situation was to get some books by authorities on the subject and to have several meetings of the faculty to thrash out democratically what our home rooms were to accomplish and what procedure was to be used. In reality it was training the home room advisers in correct administrative procedures.

In the third place, our meetings had been held too infrequently and held too long. In the beginning, home rooms met once a month for an hour. At present, they meet twice a month (second hour) for a half hour. Probably the number of meetings will be increased.

In our faculty meetings we decided that the purpose of our home rooms was to es-

JAMES MOON

Home Room Director, Community High School, Gillespie, Illinois

tablish a closer understanding and a more sympathetic relationship between the teacher and the pupil. This was the main aim of the home room. We decided to use three devices for accomplishing our aim: individual conferences, home visitations, and interesting, educational programs.

1. *Individual Conferences with Each Home Room Member.* Up to this year our program did not include conferences. Now a special room has been set apart as a conference room. It is furnished with a rug, pull-up chairs, desks, lamps, pictures, drapes, and a file. We expect the atmosphere to be an asset in the conferences. Of all the furniture and fixtures, the most important is the file, and what it contains—a folder for each student, containing the following information:

1. Name in full.
2. Age, weight, and height.
3. Place of birth.
4. Parents.
5. Nationality.
6. Parent's occupation.
7. Place of elementary education.
8. Grades in elementary education.
9. Choice of occupation.
10. Special abilities.
11. Present schedule.
12. Credits in secondary education.
13. Course of study expected to follow in our school.
14. Health record.
15. Failure sheets—printed forms from teachers of courses failed.
16. Requirements for graduation from G. C. H. S. and University of Illinois.
17. Anecdotes from teachers in all courses. Each teacher must say something good about student the first time. Subsequent statements may be about the faults of the student.
18. Results of aptitude tests which give the following information:
 - A. Intelligence.
 1. Letter rating (A, B, C, etc.).
 2. Mental age.
 - B. Mechanical aptitude.
 1. Letter rating.
 2. Mechanical aptitude, age.

C. Clerical aptitude.

1. Letter rating.
2. Clerical aptitude age.

We believe from this information every teacher has plenty of material to have several conferences with every student during his or her four year stay.

2. *Home Visitation.* Each home room adviser visits the home of all his home room members. This needs little comment, except that it was decided upon by the teachers themselves. Teachers see the value of such opportunity to make friends and render their jobs more secure, as well as to know their home room members.

3. *Home Room Programs.* Interesting and educative home room programs are provided. It is the job of the seventeenth teacher, the director, to supply much of this material ready for home room use. In this file in the conference room are several folders containing programs. They are classified according to classes (freshman, sophomore, junior, and senior). Each class has a list of more than 20 programs to choose from. It is not compulsory to use these programs. Students may use some of their own. The programs are very similar to those given in Wright's "Home Room Programs for 4 Year High Schools." Each teacher seems to need a definite outline in what to do in home room meetings.

After three months in the third year of our experiment, we believe we have a good start to a successful home room program. We would be glad to answer questions concerning our set-up or helping start a new one.

Making Up a Musical Program

JULIA W. WOLFE

223 Lexington Ave., New York City

MUSIC is the language that knows neither race nor country; all who can read music can read all music; those who listen, hear everything, although some must always miss the finer things that are intelligible only to the trained ear. Therefore, in making up a musical program for a popular concert, you do not have the nationality of your audience to consider; but you should think of the extent of their musical appreciation.

Let your first number be something familiar to all—perhaps an overture like "Poet and Peasant;" it is old, and almost everybody knows it, but being of good quality, it stands both age and wear. If you begin with a vocal number, let it be something besides a solo; it is a discouraging task to sing down the rustle of a gathering audience. Have a four-part

song, or better still, a rousing chorus, such as "Oh, Who Will O'er the Downs So Free," or "Italia"—something everyone knows and can appreciate.

With such a beginning, a program will at once awaken the interest of the audience; the applause will be generous, and the timid among the performers will be encouraged. It will also have the effect of making the audience willing to listen to the middle portion, which should be the strongest—and best from the educational point of view, more difficult, less popular, the work of new writers, perhaps. The people, put in a kindly mood or humor by what they have understood, may now realize that there are beauties in music not always appreciated at first hearing, but which will be enjoyed when they are better known.

The middle part of the program thus arranged will always be a little mystifying to many of its hearers; therefore it should not be too long. The third part should be bright, and since it is the climax, should, if possible, reach the highest level. The "Soldiers' Chorus" from Faust, or Schubert's "March Militaire," are good numbers. Mendelssohn, whose fame as a musician increases each year, was so particular in program-making that he even selected numbers the keys of which should have a pleasant relation and not give the impression that a previous number was out of tune.

Pages could be written on the subject of "relation" as understood by the use of the word in scale study; some accompanists always modulate from key to key, thus making a musical transition, and preserving a continuity in a group of songs. In grouping of this sort, the brightest song or the quickest instrumental number should come last. An encore also should be shorter and lighter than the number which has preceded it. Although encore means "again" repeating is often unwise.

Classic music is that which has outlived the generation in which it was written; therefore "Annie Laurie" is as much a "good" thing as a Beethoven sonata. Do not attempt anything too difficult. Above all, begin on time, send the audience away wanting more, for which they will come again.

Thousands of the more progressive schools of our country have taken hold of the problem of safety in a constructive way. They do not teach safety as a separate object to be taken on, for example, like a coat when they go into the street. They teach safety as an attitude, as a habit of mind, that applies thruout every study subject and every life activity.—W. H. Cameron, managing director, National Safety Council, Chicago.—N. E. A. Journal.

It is he who is wrong who first gets angry.

A Yearbook for the Small High School

FOR the past five years, we have been publishing a yearbook and making it pay.

Our enrollment is about 185 students, over two-thirds of whom are rural students who come in by bus. Here are some of the ways in which we have been able to cut costs and still keep the quality of our book on a high level.

Our book is an all-school publication, but it is sponsored by the senior class. It is partly printed and partly mimeographed. The editor is chosen from the senior class by the adviser of the book. The editor then picks an assistant, and together with the adviser they select a staff.

Perhaps the most important persons on the staff are the advertising manager and his assistants (usually two or three). These must be boys and girls well-known in the community in which they are to solicit advertising. They should be aggressive but tactful, persevering but polite. A great deal of the financial success of the book depends upon them.

Of next importance is the sales manager and his assistants. They should be popular among the students and have sales ability. A business manager is handy to have for the collection of money, and he may also act as treasurer. A senior chairman is appointed to head each of the following sections: faculty, classes, organizations, activities, music, forensics, drama, athletics, photography, features, and art. Underclassmen are assigned to the writing of the subdivisions—for example, under music we have band, orchestra, boys glee club, girls glee club, and mixed chorus.

Plan your book early for best results and begin work early. After the staff is chosen, decide on your theme and cover. Your local printer can furnish you with cover paper to choose from. These can be had in a variety of weights and colors, and many imitation leather effects are available. Such a cover is not expensive, is durable, and offers a wide range of possibilities. The printer can fold and score such a cover in such a way that it may be stapled to the book without showing the staples.

Ask your printer to suggest a cover layout for you from his assortment of type and stock designs. If you can afford it, your artist can draw a cover design which can be made into a zinc etching by your engraver and printed on the cover. Colored inks can be obtained by your printer to harmonize with the cover. This will add to its effectiveness. Consult him on it. If possible, include the theme idea of your book in your cover design.

DONALD B. RICH

*High School Commercial Instructor,
Glenwood City, Wisconsin*

The theme of the book will be dependent upon materials available, and it should be carried out on the division pages and in the feature section. We make five to eight division pages, depending on the theme and organization of our material. We use colored pages in harmony with the cover and print them in a colored ink, likewise in keeping with our color scheme.

Ask your printer about his "mat service." Ask him to secure mats along any theme you have in mind. From the proofs of the mats, select such illustrations as you can use on your division pages. The advertising, often found on the mats, can be cut off before using them. This will give you well-drawn illustrations for your division pages, printed in color on color, and will add much to your book. Such illustrations are superior to home talent art work and yet much cheaper than cuts made by an engraver. Division pages may also be mimeographed in colored ink on colored paper, if you have mimeograph equipment available. Use the work of your staff artists here, if you wish, or trace your drawings.

An effective frontispiece may be had by securing colored illustrations from calendar companies or other art supplies houses. These are nominal in cost and may be pasted in the front of the book. Onion skin paper makes a fine sheet to place just before the colored illustration and adds to the general quality of your book.

Next comes the photography. We have not met with much success in asking for snapshot donations or with the work of amateur school photographers. Generally such pictures as are received are too poor to use. We have an arrangement with a photographer who comes to our school with his equipment and takes all the Seniors' pictures. This is done in October to insure delivery before Christmas. Each Senior receives a dozen mounted photographs, one enlargement, and a gloss print for the yearbook—all at a very attractive price. Thus the Seniors themselves pay for their own pictures. Part of the agreement (and this is the important part) is that the photographer will take all our group pictures (usually 15 to 20) free of charge in exchange for the exclusive Senior class business. Our photography, therefore, costs us almost nothing, and we get very fine gloss prints, taken by a professional. See your photographer and try to make a similar arrangement. Informal action pictures taken

in the classrooms during classes are made for us by a traveling photographer at a very nominal charge.

Art work is confined to the advertising and to drawings and cartoons. These are all mimeographed. All photographs are mounted on heavy white cardboard after a dummy book has been planned, so that it is known where the pictures are to be placed. The mounted photographs are then sent to an engraver by February 1st so that we may be sure of having the zinc cuts returned to us by March 15th. Be sure to specify zinc cuts as they are as good as copper for this work and less expensive. If your printer inks them properly and if you use a good grade of book paper, good results will be obtained. We have a standing agreement with our engraving company that our bill for this work will not exceed \$100. If we send too much, we are notified before work is started and we withdraw part and omit that part entirely. Some cuts, such as pictures of the school or faculty, can be used from year to year.

Our sales campaign starts in October and runs until February 1st. Free subscription and advertising blanks are furnished us by our engraver. The price of our book is \$1.00 until February 1st, after which date the charge is \$1.25. We limit our order to 200 books, as we find that this number best suits our needs. Naturally this figure varies with the number of orders received. We try to sell every high school student, except in cases of two or more in the same family. Books are sometimes sold outside of school for additional revenue. A deposit of 25c is required with each order, which is not refunded if the order is cancelled. Sometimes we make each class member responsible for the sale of a certain number of books, or again, as this year, we select one good sales person from each class and let them earn their yearbook by selling to their entire class. Proportionate reductions are made in the cost of their books if they do not sell their entire classes.

Advertising is all mimeographed in our book. The sale begins about March 1st, and copy must be completed by May 15th, for assembly with the printed section of the book. Rates are arbitrary. We use the following successfully in this small town of about 800 people: full page, \$5.00; half page, \$3.50; quarter page, \$1.75; sixth page, \$1.00.

Each Senior and member of the faculty pay \$1.00 to have his picture in the book. Each group organization pays \$5.50 to have their picture put in.

The feature section is mimeographed and is largely devoted to humor. Follow your theme again here if possible.

All copy should be in and prepared for the printer before April 1st. Keep your printer supplied with copy, so that he can work on it

in his spare time. Members of the staff may assist the local printer in assembling the book.

To conclude with a few figures, our 1940 book contained 18 group pictures, 43 Senior pictures, 9 faculty pictures, 6 panels of snaps and classroom scenes, and 5 miscellaneous pictures. There were 8 printed division pages with illustration (Indian theme), 21 pages of printing, 8 pages of mimeographed features, and 9 pages of mimeographed advertising. There were 53 pages altogether, including blanks and division pages. This makes a sizeable book for \$1.00.

Here are the costs, receipts, and profits for the past four years:

	1937	1938	1939	1940
RECEIPTS				
Subscriptions\$	\$137.25	\$139.50	\$183.00	\$163.25
Advertising	84.30	97.00	97.25	104.00
Pictures	101.15	100.68	114.00	136.00
	<u>\$322.70</u>	<u>\$337.18</u>	<u>\$394.25</u>	<u>\$403.25</u>
EXPENSES				
Engraving	\$101.30	\$124.58	\$ 98.99	\$101.54
Printing*	157.35	178.30	184.70	189.10
Miscellaneous	22.20	8.92	51.55	9.78
	<u>\$280.85</u>	<u>\$311.80</u>	<u>\$337.24</u>	<u>\$300.42</u>
Profit	\$41.85	\$23.38	\$57.01	\$102.83

*Printing includes cost of paper and cover stock as well as labor.

†The first two years only 75c was charged for each book. This was raised to \$1 in 1939.

I trust that this article may be of help to those readers who are planning yearbooks or who are now involved in a yearbook. Further information as to details not made clear in this article may be had by addressing D. B. Rich, Box 183, Glenwood City, Wisconsin. Be sure to include a self-addressed stamped envelope for reply.

Seeking Avocational Aptitudes for Clubs

(Continued from page 182)

period to the program during school hours which might occur once a week or oftener. Other schools might like to shorten periods during an afternoon or a morning session so that time would be allowed to work in the program as a regular part of the school session. This is the same plan that some schools use in giving their assemblies. Still other schools will prefer to offer these courses immediately after school in the afternoon, in the evening, or a combination of the two. Should the course be given during school hours, it might be well to run study halls for those whose interest on that particular occasion can not be aroused. Supervision of such a study hall might well be allotted to those teachers whose talents would hardly fall under the designation of "fellow worker."

"Recreation stands beside the home, the school and the church as one of the most profitable areas for the realization of the ultimate aim of democracy, namely, a people who will be able to live finely, expressing themselves as individuals in socially desirable ways."

Tune In the Home School

QUIET, quiet, please—We're on the air!" and again Hammond Schools broadcast another of the many programs of entertaining educational value that have come to be a real part of the schools' many activities.

Boys, especially, have taken to radio work with a zest that is flattering to instructors in charge of radio programs. Their voices more naturally fill the requirements and deliver the most pleasing results. However, girls, too, have found their places in working out many skits, in actual announcing, and in preparing radio scripts of varying subject matter. Students have discovered for themselves an adult activity to which they have something vital to contribute.

Teachers have been generous at Hammond in giving students free reign in developing their interests and talents. For the most part, public speaking and journalism instructors have acted as directors of the programs, with the principal of each school assuming the responsibility for the nature of each broadcast. Committees composed of students have been selected to do the actual producing of each broadcast, preparation for which must necessarily be started a week in advance of presentation.

In order to secure the best possible efficiency in time and energy, instructors and principals at the beginning of each semester work out a tentative program of broadcasts, which will reflect the general trend of the school's program of class work and extra-curricular activities.

Students with satisfactory voices are, of course, chosen to do the actual broadcasting. However, any interested student can find a place for himself in the writing of scripts, or in the planning and organizing of a program. In order that the work may progress smoothly, it is necessary to have the radio programs planned several weeks in advance. This permits ample time for committees to meet, outlines be made, voices tested, and rehearsals to be held. If a school desires to build up a host of satisfied listeners, it must present programs that are worthwhile, entertaining, and educational. This, we believe, is being done at Hammond, for we have had gratifying results to strengthen this belief.

For this current year of 1940-41, under the personal direction of Mr. L. L. Caldwell, superintendent of Hammond Schools, a detailed program of school broadcasts has been made. It calls for a thirty-minute daily school broadcast at 3:15, except on Saturdays and Sundays. Each of the seventeen schools is to have a regular turn, so that every child in the city

DORIS E. NELSON

*George Rogers Clark School,
Hammond, Indiana*

has a similar chance to profit from the experience of radio work. However, in as much as the three high schools—Hammond Tech, Hammond High, and George Rogers Clark—have the greatest variety of material from which to choose programs, it becomes their privilege to provide programs much more frequently than the grade schools and junior high schools.

In preparing these broadcasts, each school is free to work out its own plan. At George Rogers Clark, the public speaking instructor is acting as radio director. Under her supervision, programs of varying nature have been set up. These always include a ten-minute news summary, given by some commentator, a member of the "Pioneer News," Clark's school paper. Other departments in Clark furnish skits and dialogues of their activities. These take the form of dramatizations of classroom procedure, round-table discussions, man-on-the-street interviews, historical skits, one-act plays, speeches or talks, dialogues, musical interludes, bands, orchestras, choruses, and solos.

Hammond schools have been on the air since December, 1937, when they broadcast from 8 to 9 a.m. daily, except Sunday, as a part of the Hammond Hour. These programs were given voluntarily by any of the seventeen Hammond schools.

As time went on, however, these fifteen-minute daily programs were not enough. Various departments wanted their own special time on the air. As a result the high school newspaper staffs sponsored a daily fifteen-minute program at 9:45 a.m., five days a week, called "The Hammond School Newspaper of the Air." The program immediately became popular as the finest medium of school publicity.

Other departments soon demanded their own broadcasts, chief among these being a music half-hour three times a week, and a thirty-minute science program each Wednesday.

According to the schedule set up for this year, one regular half-hour broadcast five days a week will serve all departments. Such a program holds untold possibilities for any school that is so situated that it can participate in broadcast work. Parents have openly expressed their enthusiasm for the broad-

(Continued on page 208)

Negative Rebuttal Plans

RESOLVED: *That the power of the federal government should be increased.*

WHEN the debater starts his preparation of the debate it is not very often that the proponents of either the affirmative or the negative show any signs of despair over the task of working out an effective constructive case. After a careful survey and study of the literature that is available upon the subject the debater feels competent to attempt to write his constructive speech. It is a sad but true fact, however, that no such feeling of competence can be found in the average debater in his preparation of the rebuttal speech.

In spite of this feeling of inadequacy upon the part of the average debater when he tackles the task of preparing his rebuttal speech, it must be remembered that the actual debating always begins in the rebuttal speech. We might well compare the constructive speech to the foundation and steel framework of a giant skyscraper. The rebuttal speech could be compared to the final work of completing the building. After the framework and foundation have been constructed almost any type of building may be made. It is in the rebuttal speech that these finishing touches in the construction of the actual debate are made.

If negative debaters wish to become really efficient in their rebuttal efforts, they must be diligent students of the latest newspapers and periodicals. They must study every move to increase the power of the federal government and carefully analyze the effect of such moves upon the entire country. Without an up-to-the-minute knowledge of conditions in our country, especially with respect to the power of the government, the debater will not be able to produce effective rebuttal speeches.

The negative speaker who is attempting to prepare for effective rebuttal should also study the press reports of the war very carefully. Any radical changes in war conditions might cause a change in public opinion regarding the advantages of increasing the power of the federal government. The negative must prepare throughout the entire debate season to defend their stand against a changing public opinion. The results of radical reverses in the European war may be a complete change in public opinion regarding the power of the federal government. The negative must stand ready to meet such a change.

The remainder of this discussion will be for the purpose of pointing out just how the negative may be successful, during the rebuttal speech, in meeting the arguments of the affirmative.

HAROLD E. GIBSON

*Coach of Debate,
MacMurray College for Women,
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The first step to take when planning the rebuttal materials for the negative is to determine the points of weakness in the affirmative case. When the main weaknesses in the affirmative case have been determined, the negative debaters should make every effort to attack these points of weakness. Some of the points of greatest weakness in the affirmative case are:

The great cost of increasing the power of the federal government is an argument against the plan. All we need to do to realize the ever increasing governmental costs that accompany any increase in the power of the federal government is to witness the mounting cost of government since 1933. We have increased the cost of government every time new and greater powers have been given to the federal government. When relief was taken over by the federal government and relinquished by the state and local governments, the result has been an increase in expenditures. Public works, old age assistance, and most of the newly created social reforms that have followed the increase in the power of the federal government have brought with them great increases in the cost of government. Since we have had so much evidence which tends to prove that the expenses increase as the power of the federal government increases, we feel that the affirmative proposal will be too costly for the United States.

Any movement to increase the power of the federal government at the present time would be a step toward dictatorship. No matter where we look in the world today, we can see evidences of the movement of governments toward the assumption of more power over the rights and privileges of the people. In the United States we see the federal government taking more and more of the power originally delegated to the state and local governments. This same type of movement created the totalitarian governments of Germany and Italy. By the gradual process of assuming more and more power Hitler and Mussolini finally became the complete dictators of their people. The members of the negative team feel that any step that is likely to bring with it a dictatorship in the United States is extremely dangerous.

There is really no need for a greater increase in the power of the federal government.

The negative debaters have a very strong point in the fact that the power of the federal government has been increased and expanded greatly during the last seven years. Great strides have been taken toward modernizing our government up to a point where there is no longer any need to grant additional powers. Since our government has already experienced a great increase in its power during recent years, it seems useless to increase its powers any further.

SAMPLE NEGATIVE REBUTTAL ARGUMENTS

In the section immediately following will be found a group of arguments that are likely to appear in practically all debates. These arguments are essential to the establishment of practically any affirmative debate case. Following the statement of each affirmative argument, a suggested negative method of refutation will be found. These suggested refutations are not to be considered by the debater to be the only, or necessarily the best, refutation for the arguments given.

AFFIRMATIVE ARGUMENT—The aid that the federal government has granted to the states to pay the costs of relief has been beneficial to both the state and the federal government.

NEGATIVE REFUTATION—The members of the affirmative team have taken the stand that the grants-in-aid that have been given by the federal government to the states have been highly beneficial to both the federal and the state governments.

If we will take the time to look over the condition of the states after they have been receiving this federal aid for a while, we will begin to question the value of federal aid to the states. Today the states are in the following predicament. They cannot reduce appreciably their requirements of their present relief appropriations. If the states reduce the amount of money spent on their part of relief, they will no longer meet with the standards of relief established by the federal government, and so will lose the federal aid for the purpose of relief.

What has actually happened to the states is this: The states have accepted federal grants-in-aid for the purpose of providing relief to their citizens. This relief burden has now become so heavy that the states cannot maintain it without federal aid. To attempt to do so would result in the bankrupting of the state. In the past few months the states have found themselves at the mercy of the federal government. They have only two choices. One is to renounce federal aid and go bankrupt, and the other is to continue with federal aid and have the federal government dictate just how the money for relief, both the federal and the state funds, shall be spent.

We of the negative fail to see how this dic-

tation upon the part of the federal government of the actions of the states can be construed to be beneficial.

AFFIRMATIVE ARGUMENT—There is no danger that the federal government will step in and take over the powers that have been delegated to the individual states.

NEGATIVE REFUTATION—The members of the affirmative team are arguing that there is no danger that the federal government will step in and take over the power of the state governments. When they present such an argument, we will take for granted that they feel that if the federal government should take over the power of the state governments, it would be a mistake.

George W. Maxey, in a speech delivered in 1938 pointed out that "our states as autonomous commonwealths are being rapidly destroyed." In the domain of taxation, Governor Lehman of New York pointed out that federal government is exhausting the sources of the state's financial support and reducing the states to "vassals." This practice has made it necessary for governors to go to the President seeking donations from the federal treasury—a treasury whose only source of supply is the savings of the American people. A state that has to solicit alms from a central government is no longer sovereign. It has lost its self-respect.

Thus we can see the way in which the federal government is taking over the powers of the states. First the federal government taps all of the sources of tax revenue that were formerly open to the states. Then the states, badly in need of revenue, are forced to go to the federal government to get this money. In so doing the federal government demands certain concessions from the states, with the final result that the states lose their power.

AFFIRMATIVE ARGUMENT—The increases made in the expenditures of the federal government have not been great enough to cause alarm among our citizens.

NEGATIVE REFUTATION—The affirmative team feels that there is no cause for alarm among the citizens of the United States because of the great increase in the expenses of our government. The members of the negative team are alarmed over this increase because they feel that it is highly detrimental to the nation as a whole.

Back in the days of President William Howard Taft the average expenses of the government fluctuated at about \$750,000,000 per year. Today they have shot up to about \$9,000,000,000 or twelve times as much as they were only thirty years ago. Of course this increase in the expenses of the government would not be so alarming if the government were able to raise the nine billion dollars which is spent annually by a system of taxa-

tion, but at the present time the federal treasury has had a deficit for at least ten years. The members of the negative team are truly alarmed because the government is spending, and probably will continue to spend, vast sums over and above the ability of our system of taxation to support.

The question quite naturally arises as to what will be the final result of such a policy of excessive spending upon the part of the federal government. We feel that this action will finally lead to inflation or a general breakdown in the credit of the country.

AFFIRMATIVE ARGUMENT—If the United States is to develop into the strong nation that its natural resources warrant, we must have a strong centralized federal government.

NEGATIVE REFUTATION—The members of the negative team have presented the argument that if the United States wishes to become a great and a powerful nation, we must have a centralized federal government. They make this statement in spite of the fact that we have developed during the last one hundred and fifty years from one of the weakest nations on earth to one of the strongest. During that century and a half of development we have been a united nation, composed of self-governing states with a free economy that was not hampered by the restrictions of a highly centralized government. Under that system we have become the envy of the world, the most prosperous nation today, the one with the highest standard of living.

We wish that our friends of the affirmative would remember that all of this development has come to the United States without the great centralization which they believe is so necessary.

AFFIRMATIVE ARGUMENT—Most of the governmental schemes for dealing with the depression have been efficiently administered.

NEGATIVE REFUTATION—The members of the affirmative have stated that they believe that most of the schemes of the government for dealing with the depression have been administered efficiently. If they mean by efficiently the employment of too many men to handle the governmental "red tape" we will agree with them fully, but if they mean real efficiency we must disagree.

We will admit that in 1934 there was an emergency in this country which called for immediate action. We would not criticize some measure of inefficiency during the period. It is the continued waste that has been the cause of the condemnation of such government projects as CWA, WPA and PWA. Quoting from George C. Williams, writing in *Scholastic* for January 29, 1939, we find that "even if these

large scale programs had been necessary and the most desirable means of handling the problem, there was still a waste through inefficiency of at least 40% of the money appropriated since 1934."

We would like to know how the affirmative can contend that the administration of the governmental agencies has been efficient when the loss due to the inefficiency of administration has amounted to 40% of the total amount appropriated since 1934 for work relief projects? Unless the affirmative is able to give a good reason for this great loss over a period of years we maintain that the government has been highly inefficient in its administration of funds.

AFFIRMATIVE ARGUMENT—An increase in the power of the federal government will not bring with its adoption any great increase in the number of people on the federal payroll.

NEGATIVE REFUTATION—The affirmative team seems to think that an increase in the power of the federal government will not bring with its adoption a great increase in the personnel on the payroll of the federal government. We doubt this contention very much.

The only way that we have to judge this statement is in light of conditions in the past. Between the years of 1933 and 1940 we must all admit that the power of the federal government has been increased a great deal. During that same period of time, we find that the number of persons employed by the federal government increased from a little over 500,000 to the high of 920,310 in 1940. This is the highest number of persons on the federal payroll in the history of the United States.

This present figure tops by more than 2,500 the previous high-water mark of 917,760 in November 1917. You will note again that the other time when the number on the payroll reached its height was also a period when the power of the federal government was at its highest point.

If we take these two examples as being illustrative of what we can expect if the power of the federal government is increased, it seems to be absolutely certain that an increase in the power of the government will mean increased payrolls for the government.

AFFIRMATIVE ARGUMENT—There is no evidence that the government of the United States is drifting toward a dictatorship.

NEGATIVE REFUTATION—The members of the affirmative team fail to realize that there is a growing tendency in the United States leading toward a dictatorship. In order to prove that we are having a movement toward the centralization of power in Washington which may result in a dictatorship

(Continued on page 214)

An Elementary School Builds Citizenship

TO BUILD good citizens is a first duty of every school. The growth of the modern public school has been brought about by the need for intelligent, cooperative, and worthy citizens in order that our democratic nation might develop as its founders intended. Public schools should make for democracy, which is tantamount to developing good citizens. It cannot be done, however, by merely talking about it; consequently, in the Chenoa Elementary School we decided to do something about it.

We have tried to develop good citizens through student self-government. People learn and grow by assuming responsibility for their own welfare. Mistakes will be made, but often these mistakes are the growing points in life, since the experience acquired enables one to avoid such mistakes in the future. Situations may be created in school which will develop the spirit of cooperation needed in a democracy. Pupil cooperation tends to make every student thoughtful and responsible and is helpful in making him that kind of citizen when he grows up. The demand for self-government should come from the pupils. The details may be developed as the need arises.

For five years we have carried on some form of student self-government. We began by creating within the students a desire to improve their school life, to make it more interesting and profitable. Inspired by this desire and by the spirit of cooperation, our students were easily led through various steps of self-government until we now feel that we are progressing steadily towards our goal.

Each year the members of our eighth grade class ask if they may organize and govern themselves as the preceding classes have done. Last year two weeks before school began five eighth grade students visited me one afternoon, ostensibly to be sociable but really tactfully to inquire about self-government for the ensuing year.

In the beginning of the school year, class officers are elected. A student council composed of the three class officers and three other members elected by the class is given the main responsibility of steering the class directly toward its goal of good citizenship. The elective members of this council are subject to change every three months if the class deems it expedient to do so.

It is the duty of the student council to meet at regular intervals to appoint the committees and monitors necessary to carry on our citizenship program, to determine the number of points to be earned by satisfactorily carrying out ones appointed citizenship duties, to determine, when necessary, the forfeits that

ERMA FISCHBACH

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should be paid upon failure to perform one's duty to the satisfaction of the class and to act as constructive critics of the school.

Some of the citizenship duties meriting points are: care of the aquarium, plants, room, bulletin board, ventilation, and library—also desk inspection, news reports to the school and town publications, attendance reports, and the performance of one's duty as a class officer, student council member, or a monitor.

Each class works out its own list of duties and activities and the number of points to be given for a satisfactory performance of one's duty. The point system is an outgrowth of a need for some objective means of determining citizenship growth and eventually of rating our school citizens. At the end of each six weeks' period, the points are totalled, the median for the class and the rank of each student are determined. All students are given equal opportunities of earning points, but the number of points earned depends upon faithful performance of duty, the degree of efficiency with which this is performed, and the amount of initiative expressed in it. However, if poor citizenship is displayed some of the points already earned must be forfeited. Our citizenship building project is terminated by selecting the Honor Citizens for the year. Both the objective point system and the subjective vote method are used and only those citizens who receive top rating by both means are chosen as the Honor Citizens.

Daily business meetings are held from 8:50 to 9 a.m. unless this time is needed for some other school activity. During these meetings, class members have an opportunity to learn and practice parliamentary procedure, to initiate suggestions for their own improvement, and to acquire a wholesome and active school spirit. These meetings show continual improvement in that students make suggestions more freely, class officers show more initiative and responsibility, and all class members show keener interest and greater respect for the citizenship building project which they started.

Another phase of our citizenship building program is that of earning money with which to buy something for the good of the school. The classes recently have accumulated their funds by selling candy. From the proceeds of the candy sales they have purchased a radio, copper solids to be used in arithmetical

experiments, a picture frame, records for the school phonograph, a steel cabinet, reading circle books, table oil cloth, a class album, and ping pong paddles and balls. They have also made sundry contributions to their treasury for other class needs.

The business experience acquired from this project makes it doubly valuable. Through the courtesy of the local merchants, the students are allowed to make their own purchases from the wholesale dealer and thereby have an opportunity to acquire business acumen in buying and selling so as to realize a satisfactory profit. By balancing their account books daily they make practical application of their arithmetical training.

Our citizenship building program has brought to light a number of individual character weaknesses, but it has also been responsible for much character growth. During this past year we have endeavored to bring about friendship between two classmates who were antagonistic toward each other, to teach two boys to obey more cheerfully and take correction in a better spirit, to inspire promptness in a few laggards, to show the meaning of good sportsmanship to those few "who could not take it," and to inculcate in certain students the desire to cooperate and be better school citizens. The latter group were our greatest problem. They either failed to participate in business meetings or were a disturbance during the meetings, their duties were performed haphazardly or not at all, and frequently they were on the forfeit list, having often exhibited their poor citizenship in and out of the class room. Finally the class ejected them from their business meetings and all other school activities except those pertaining to the instruction given by their teachers. Thus they were no longer considered as members of the class, even though they were allowed to recite along with the rest of the students. When the ostracized students realized what this meant, they were sincerely anxious to be reinstated. The class approved the student council's recommendation that they be reinstated only upon the condition that each write a satisfactory petition seeking membership in the class. Each of the ostracized students met the conditions laid down for them and were accepted by the class, and we were happy to note an immediate improvement in their attitude toward the business meetings, the performance of their duties, and their entire school life. These students were carefully supervised and checked by their classmates as well as by their teachers. Occasionally they were reminded of the petitions that they had written, but that was a sufficient warning in all cases but one. After a student council investigation and a conference with the offender, he was given a second opportunity by reinstatement on probation.

Not once after this did he offend. In fact, during the last month of school, he became an excellent citizen.

The following are excerpts from some of the petitions:

"I will not talk in business meetings without permission."

"If I have not been acting right and I know it, I will admit it."

"I will do my best to obey the rules of the school, the club, or any teacher."

"I promise to do my duty as a citizen of the eighth grade."

"I promise not to argue when I know I am wrong."

"I promise to do what I am told and to listen to what is being said."

"I will take part in the business meeting properly."

"I will try to do my job on the committee satisfactorily."

"I will not try to show off."

"When I have done something that I should not have done and I have to make a forfeit, I will not try to argue out of it."

"I will do my part in keeping the class a good one."

Each student wrote his own petition unassisted and in each case he revealed his own particular faults and weaknesses. Surely to know one's faults, to acknowledge them openly, to promise to do better, and to try to keep that promise is a step in the direction of the development of worthy citizens.

Our citizenship-building project has helped boys and girls to grow more dependable and capable in leadership, become more willing and cooperative in followership, acquire a better understanding of democratic principles and good sportsmanship, maintain a public sentiment in favor of high standards of personal conduct in and out of school, and achieve a greater loyalty for their school and country. Hence we believe that we are building the kind of citizens needed in a democracy, a project which is a first duty of every school.

Historical Motion Pictures

The movie takes the same material as the teacher and attracts the ardent and sustained interest of millions of boys and girls. Why? Because the scenarist treats his subject emotionally! We are first of all emotional beings. Only the most brilliant of students learn from pure intellectual curiosity. The mind of the average boy and girl is reached through his emotions. Interest is nothing but an emotional reaction. The process of learning is, therefore, largely dependent on the emotional appeal of a subject or its presentation. And what subject is more emotional than history? It is this very quality which makes it grist for Hollywood's mill.—"Movies in High School History Teaching," *Texas Outlook*, September, 1940.

Student Forums Find Favor

INTEREST in a student forum in Salamanca High School, Salamanca, New York, arose after the local Rotary Club sponsored a series of four lectures on topics of world-wide interest by outstanding persons in particular fields. Each lecture was followed by a question and answer period, in which the audience was free to take part.

Each time there was to be a lecture in the evening, the Rotary Club very graciously made arrangements for the speaker to give a talk to the high school assembly in the afternoon at no expense to the school. The assembly groups had the same privilege of asking questions as did the adult audiences. The faculty members were amazed at the intelligent questions asked by the students, and found that they were doing more reading of newspapers, and more listening to world events on the radio than had been supposed.

Before the series of lectures was over, the principal received many requests for a student forum, and permission was given. Because of conflicts with other activities, difficulty was encountered in finding a time for meeting. Finally, Friday afternoons at 3:45 were made available. As yet, the student forum is in an experimental stage, for there are other ways of carrying on the forum discussion other than as an extra-curricular activity. It may be part of the regular academic program, or in connection with other school programs which aim to teach civic responsibility.

The first meeting was one of organization. It was decided that the forum should: (1) have a sponsor; (2) have an open membership; (3) at each meeting elect a chairman and select a subject for discussion at the following meeting; (4) be presided over by a chairman who would present the topic, bring out controversial issues, and then throw the meeting open for discussion; (5) carry on discussions by parliamentary procedure; (6) meet for an hour; (7) be called "The Student Forum."

The meetings were entirely carried on by the chairman. The sponsor's duties were merely to see that speakers did not wander too far from the subject, and in a diplomatic way promote discussion.

At first, topics on world affairs were selected. Then the members decided that they wanted to discuss their own problems. Each person had several. One wonders if parents are familiar with the many problems which bother their offspring—how freely and sincerely they tell them in discussions.

BERTHA SMITH BEYER

Adviser of the High School Student Forum,
Salamanca, New York

The importance of forum technique in the discussion of problems should be emphasized. Different visitors at forum meetings were amazed at the intelligent participation of the high school pupils. Some of the discussions which were most interesting follow:

Which Way Youth? Communism, Fascism or Democracy? At the end of the discussion it was decided that American youth decidedly wants to preserve democracy. Speakers especially emphasized the need for freedom of education and religion in this country. Present day youth are not as unpatriotic as the older generation tends to believe. There is a decided trend toward church and church schools.

In another discussion on the *Qualities Which Lead to a Well-Integrated Life* the members selected the following qualities in order of importance: (1) personality, (2) character, (3) curiosity, (4) knowledge, (5) skill, (6) physical fitness, (7) realistic attitude, (8) multiple interest in vocations, (9) social cooperation, (10) a hobby and worthy use of leisure time.

At the next forum meeting on *What Vocational Opportunities Are There in the Future for High School Students?* it was decided that there were fewer opportunities now than in the past because of technological inventions, which cause men to be supplanted by machines. On the other hand, it was felt that there were still many opportunities for well-educated and well-trained workers—that as much education as possible, with guidance in both educational and vocational fields, would be the best way to prepare youth for the future.

Are Your Parents Old Fashioned? was a most enlightening subject for discussion. The parents certainly were on the carpet. Strange as it may seem, the pupils looked at their problems and parents much more broadmindedly than the parents would have done with the topic, "Are Your Children Too Modern?" For the most part the only times they thought their parents were old-fashioned were the times when their parents disagreed with them about late hours, etc. They gave the parents credit for having more experience with life, and that their advice, although sometimes hard to take, was for their chil-

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For the January Party

PSYCHIATRISTS play a cute little game with their morons, genii, or mental conflicters by submitting a list of certain words. The subject, study, victim, or patient, or whatever it is that the psychiatrist calls the individual under consideration, then scribbles the first word that comes to his mind. Whatever that word happens to be, it has some meaning to the mind wizzard.

Play such a game with any normal group and the common response to the word January will very likely be—Resolutions. Now a resolution is in a sense a wish, and there you have it—the idea about which to build a January party, and it doesn't take a trained psychiatrist to figure it all out.

Invitations go out on wish bone cut-outs which are of necessity quite brief. To keep them company, placecards are cut in the same shape. On the back of the latter or on separate slips of paper which guests draw in turn, appears an incomplete wish such as:

- I wish I had red hair——
- I wish I were Irish——
- I wish I were the president of the United States——
- I wish I were a teacher——
- I wish I were a wishbone——
- I wish I were a quintuplet——

Each guest in turn adds an impromptu, and one hopes, merry-making, hilarious conclusion.

In order to cater to the ritualistic interests of the guests, allow each one to write out a possible wish for the coming year. Group wishes for the entire school may be included. As guests softly hum, a violin softly strums the tune, "Wishing Will Make It So," the sealed wish is solemnly placed in a box covered with wish bones as guests parade by in turn. The box is carefully sealed and kept for a wishing pot the coming year, at which time there is a ceremonial opening, with guests checking on the outcomes of their own wishes as well as those made for the school.

A further contribution to the theme Wishing, comes through a large wishbone cut-out covered with smilax, evergreen, or flowers. To hold the wishbone upright, each leg end is anchored in a small pile of pebbles covered with cotton and sprinkled with imitation snow sparkle, or with other flowers or smilax.

Though many wishes are nonsensical and lightly made, there are those of a serious nature made in all good faith and in a spirit of hope. These wishes become an incentive and spur one on to purposeful activity to insure their coming true. At all grade levels pupils

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are thinking about and wishing in a sense as to their future vocation or profession. Satisfy that wish in part through speakers, or a speaker, equipped to tell what responsibilities or preparation, and what possibilities there may be in established and recognized but particularly new fields. Allow for a question period to follow and bring this combined purposeful and enjoyable occasion to a triumphal close with the singing of the popular song, "Wishing Will Make It So."

As for the food for such a banquet—it takes more than wishing to make it a reality, but whatever it happens to be, it will fit admirably into the entire plan.

PARTY POT POURRI

A connoisseur of the culinary arts tosses together a dash of this and a bit of that for a heterogeneous yet delectable mixture known as stew. Mixtures, however, aren't always so desirable. There are times when the dash of this or that stand out more impressively and less confusedly if uncombined.

The following hotchpotch of ideas would put a party into quite a stew. Used discriminately, alone or in suitable combinations, they are guaranteed to lend spice to many a party.

1. To transplant gaiety and freshness of the garden to the indoors, chicken wire arched over doorways and filled in with multi-colored paper napkins furnishes a suitable arbor. Flower perfume sprayed about adds the essential fragrance. In place of the paper napkins, tie bunches of grapes or purple balloons to the chicken wire, for a harvest party. Serve grape punch, surrounding the punch bowl with luscious bunches of grapes. Keep hoping that guests won't go about plucking off or pricking the decorations. They won't, if they are politely requested to refrain from such temptation in an advance panel discussion centered around the social aspects of the occasion.
2. Bare branches hung with Easter-basket-grass, forces early spring leaving for spring parties. If one possesses a flare for the modernistic, white-washed branches hung with thin paper strips allow for the carrying out of any definite color scheme. This idea puts the decorator one leap ahead of the dealers who spray fir trees with silver or white.
3. City department stores don't have attics for

storing—or do they? At least there isn't sufficient space for all the special decorations that accumulate during the year. These novel decorations may be rented, purchased or simply borrowed from the store unless community spirit prompts a donation particularly for the type suitable for drop-ceiling effects.

4. When early spring arrives and school grounds are sadly in need of attention, a subtle garden party satisfies the needs of the garden and the social instincts of the students. Girls appear in slacks, shorts, or overalls and garden hats; boys in overalls and chipper chapeaux. Arrivals draw slips assigning groups to various tasks such as: de-weeding, grass cutting and raking, flower planting, tree trimming, soil-turning-over, fire place building, food preparation and evening entertainment. Hard luck if school officials fail to sanction or provide space for the building of a fireplace, for it solves many a problem when school grounds are fitted out with picnic facilities.

Sandwiches, deviled eggs and other food accessories are wrapped in gay colored wax papers and tucked into flower pots borrowed from a congenial florist. Bottled drinks fit easily into the side of the pot, with long stemmed real or artificial flowers slipped into the pot for a decorative and realistic touch.

5. Refreshments for school parties are ordinarily of the dessert type. For this reason they lend themselves to the rather modern and popular dessert party where refreshments are served at the beginning instead of the end of the party. It is only considerate, of course, when reverting to this plan, to make sure that all guests are aware of the plan and will refrain from eating a filling meal or dessert at home. This dessert-party plan possesses a number of commendable advantages:

- A. There won't be any sleepy-head students particularly at classes the following day because dessert parties ordinarily and easily disperse at an earlier hour. Clean up committees have ample time to put things into order and are not required to remain after others have left.
- B. Many solicitous mamas, especially those living long distances from school, expect their Oscars and their Ondias to leave at an earlier hour than others. With the dessert served first, this command may be obeyed less awkwardly. What Oscar or Ondia ever wants to leave before food is served?
- C. When lips smack, politely of course, over the delectableness of the dessert, the chances are ten to one that there won't be such lusty chit-chatting and chatting. Thus, instructions for the evening entertainment to follow may be

clearly announced without interference or interruption.

- D. Guests aware that dessert comes first instead of last are more likely to arrive at the Emily Post hour. There is then less delay in launching the activities of the evening.
- E. The sociability which customarily accompanies refreshments, proves to be a natural ice-breaker. Amiability towards other activities to follow then results.
7. Assessing for parties undemocratically excludes those students who are unable to contribute. A kindlier, more considerate plan is one where parties are financed through money-making projects. Here they are:
 - A. After school sales of pretzels, penny candy, candied apples, doughnuts, cookies, popcorn balls or small cakes individually wrapped.
 - B. After school variety, amateur or vaudeville shows with student talent.
 - C. Magician shows with school or outside talent.
 - D. Ticket selling for neighborhood movies with commission assured.
 - E. Sales of scratch pads, made in the school printing department from odds and ends of paper and stamped with the school name.

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H. Old newspaper sales.

I. School movies.

8. For a black-out party, invite guests to dress in black and white. Turn lights off and on during dances or during exciting moments of the game period. Tie small cellophane paper cut-outs, to the bare, graceful, branches of small trees silhouetted against black back drops and lighted indirectly to invite a dazzling glitter and sparkle from the white cellophane paper. This offers a novel setting for a solo, trio or group singing of the loved song, "Trees."

9. For novel, inexpensive vases, fitting in with practically any color scheme, collect *Sun-sweet* prune juice jars. They lend themselves to the arrangement of most types of flowers, eliminate the use of flower-frogs, and require fewer flowers, thus keeping flower expense low when they are expensive. A gradual accumulation of these jars insures uniformity at banquets where there is so often a tendency to detract from otherwise charming decorations through the use of a miscellaneous assortment of vases.

10. The first step in planning any party is the selecting of a theme. Ideas frequently suggest themselves through the theme itself.

Leap Year Limp	Snowball Spree
Moonlight	Ranch Reel
Mexican Mixer	Maytime Meal
Leaping Lassies	Sailing

Gone With the Wind

NO WHITE ELEPHANTS—PLEASE!

As a farewell gift, a senior class presented a costly basketball scoreboard to the school. Unfortunately the ultra-modern gadgets were given little opportunity to show off, for the major number of games were staged at a spacious coliseum accommodating larger crowds than the smaller school gym.

That tricky score board with its blinking lights, electric bells, and automatic number system represented an outlay of hard-earned pennies which could have gone into the investment of party-equipment far more valuable to the school.

To avoid similar unwise or extravagant purchases, a number of methods of securing information as to party or other school needs may be considered.

1. Launch a drive for ideas among students by placing suggestion boxes underneath posters which explain that the senior gift committee (or any group making the purchase) wishes assistance in deciding upon a useful school gift. Prompt further suggestions through school newspaper and home room announcements.

2. Faculty members, class, social and extra-curricular sponsors particularly are aware through experience and intelligent judgment of school needs. From them will come ideas entirely foreign to students. The home economics teacher may possibly suggest punch bowl and cups, lace table cloths and flower vases for school banquets. The music instructor may request a set of symphony records for assembly purposes. Personal interviews will often stimulate keener interest.

3. Urge visitation for committee members to become aware of commendable equipment in other schools, following them up with inquiries as to their usefulness.

As a result of these preliminaries, compile a list of resultant suggestions allowing students and faculty members to check those appearing to be most desirable, necessary, or usable by the greater majority of students. When the list through this procedure has become limited in number, the committee is better able to discuss the pros and cons in making a final decision.

School organizations frequently make a habit of presenting yearly gifts to the school, yet are unaware of what to select for greatest general usage. When careful thought is given to the selection of a school gift according to the plan just outlined, there will be no investment in equipment destined some day to fall into the "white elephant" class.

Few schools realize the great demand for equipment and accessories needed for the organization and presentation of successful school parties. It would be well if those responsible for the planning of parties recommend the purchase of party accessories to those in a position to make such investments. The store of supplies suggested below, may begin in a simple and limited way, increasing from time to time as funds permit.

Lace table cloths

Candle holders—preferably tall ones to make possible the use of shorter and less expensive candles.

Vases—for banquet use particularly, and selected in neutral colors.

Drinking glasses or goblets—Heavier, less dainty glasses for serving larger groups offer fewer problems. For smaller groups, goblets varying in colors, sizes, and shapes are advocated, so that they may be changed from party to party and thus prevent tables from always appearing the same.

Dishes—If the same ones must be used often, one tires less of those with conservative design and in colors blending readily with whatever color schemes may be used from time to time. There is greater interest if one

(Continued on page 202)

All School Assembly

ONE ASSEMBLY program to be given during the month of January should be planned with the New Year as its theme. Suggestions for working out this theme are so numerous that one finds it difficult to make a choice. So much depends upon the talent available, also upon the taste and the background of the audience, that each sponsor in choosing from the general ideas mentioned here may plan a different type of program as simple or elaborate as may be desired.

A masque, pantomime, or pageant showing the various types of festivities which mark the New Year in various countries can be shown. History of the New Year can be told in the same manner. This history should begin with dramatizations of the ancient Babylonian celebration of a New Year's day, which came in the month of March. It should give a picture of these festivities which lasted, not for just one day but for many days. These dramatizations could be contrasted with those of the day as celebrated by the Romans. The two-faced god, Janus, could be described, and this description would serve to explain the origin of the name, January; and also cast some light upon the old custom of making New Year's Resolutions.

Ancient superstitions concerning the weather can be gleaned from old English lore. These can be used to give a light and humorous touch to the program.

* * *

Look up the Old: "Masque of the Days," by Charles Lamb, read it over again and see the suggestions it offers for a miscellaneous program of dance, song, musical, and narrative bits which go to make up a complete year to which New Year opens the way. This can be worked into such a masque that any number of students may take part and varied types of talent can be used.

Different departments and classes in the school may derive much benefit from, and find much pleasure in studying, then portraying the lives and the work of those who were leaders in the field of each department or class.

These students could make research concerning some outstanding scientist, writer, composer, etc., whose birthday came during the month of January. Those individuals could be impersonated, the period in which they lived could be described, then other outstanding individuals in that particular field at the present time could be contrasted with the first leader, thus showing how far we have come through the many New Years that have come and gone since the birth of these leaders.

MARY M. BAIR

Director of School and Community Drama Service, Bureau of Information, University of Kansas, Lawrence, Kansas.

The following information could be given to students and this material used as a suggestion for research and program building. The names mentioned here are names with which every student is familiar, yet when the student starts research he will learn that he has here-to-fore known little more than just the name. He will also be interested in tracing developments and trends in certain fields since this or that person lived and since he or she worked in that particular field. Then too, the leaders in these various types of work at the present time may be impersonated by way of comparison.

Here are the names: William James, philosopher and psychologist; Sir Isaac Newton, English astronomer and mathematician; James Watt, British inventor and engineer; Daniel Webster, statesman and lawyer; Paul Revere, patriot, silversmith, engraver, and soldier; Jakob Ludwig Grimm, philologist and writer; Benjamin Franklin, printer, journalist, scientist, philosopher, statesman, and philanthropist; Moliere, the stage name for Jean Baptiste Poquelin, French dramatist; Edgar Allen Poe, poet and writer; Lucretia Mott, reformer and suffragist; Wolfgang Mozart, Austrian composer.

The above mentioned names will supply suggestions for entertainment projects to be produced by classes in political science, dramatics, English, economics, history, music and general science.

An interesting program can be made by dramatizing the various ways of celebrating the New Year in the United States. There is the old time "watch party," the religious midnight service, the revels as observed in different sections of the country. The New Year observance in Alaska is not the same as in Mexico, nor is that in the middle west the same as on the west coast or in New England.

Though the quaint old customs of making New Year's calls is no more, it was an interesting custom and well worth its place for a dramatization on any program. Making calls, receiving callers, leaving cards, and meeting friends are all rich in possibilities for pantomime, costume play or playlet.

* * *

A clever little stunt, "Turning Over a New Leaf," is worked out by making a large book

with pages of a size on which printing or script can be read by the audience. This book is placed on an easel and the pages are turned by actors costumed as the old year and the new.

On each page is written a resolution. These may be of a farcial nature or in the "take off" manner, with each signed by a student, who has never seen the "resolution" to which his name is attached. Thus the turning to each new leaf affords much comedy. Each of these resolutions is greeted with delight and often a hopeful comment by the New Year, but each receives just the opposite type of comment by the Old Year whose bitter disillusionments have caused him to have no more faith in those who "resolve."

Try this little stunt and arrange it so that each member of the school is mentioned in the resolutions, takes a part, or assists with making properties. Be sure that all resolutions and comments are in good taste.

* * *

Another skit which may feature the various departments of the school is one in which a father, mother, son, daughter, and a sheriff take part. Each member of the family wants the keys to the car and each for some good reason, which the local town or school will understand. The climax comes when the sheriff comes on and states that since the payments have not been made on the car, he will take said keys. This skit has been produced in many ways. The idea offers many possibilities.

For the January Party

(Continued from page 200)

avoids "sets." More novel effects may be secured when dinner plates, dessert and salad plates differ in pattern or color combinations. It is well to remember that highly designed and colored dishes have limited use for they cannot be used with bright colored or highly designed linens excepting with great caution.

Table Decorations—NOT artificial flowers, but mirrors, glass objects as clusters of flowers or fruits easily cleaned, in neutral colors for repeat use. Candle holders may vary in color so that they will fit into whatever color scheme may be selected. A supply of ivory candles assure use at a moment's notice.

Lamps—of both floor and table type with extensions, eliminate the use of high ceiling lights and ceiling decorations.

Games—for indoor and outdoor usage, including ping pong, card games, shuffle board, volley ball and net, horseshoes, English tennis rings, horse races, and base ball and bats.

Books dealing with games and stunts.

Paper cups, forks, spoons and plates.

Large potted ferns and palms—for dance decorations.

Spot lights

Colored bulbs

Punch cups, bowl and ladles.

Wooden four paneled screens—for shutting off corners, as a background, or for hanging objects.

Furniture, such as davenports, tea tables, coffee tables, occasional chairs, card tables of a sturdy metal type with chairs.

Platform—for orchestra or elevated decorations.

Floor length mirrors

Long lengths of black, gray, deep purple or green cambric—for curtaining off areas or covering immovable, unsightly objects.

Large supplies of lace paper doilies—in numerous sizes, shapes and colors and linen finish white paper napkins.

Assorted trays

Silver, glass, pewter, and china—cream and sugars, platters, and bon bon dishes for serving cookies, candies, and cakes.

With such a supply at hand, the giving of parties particularly on short notice becomes a much simpler problem, without sacrificing correctness or loveliness.

Is Your School a Laboratory for Democratic Citizenship?

The school can go at least as far as the public wants it to go in educating youth for democratic citizenship. If the public attitude restricts the school in performing this function, the solution is to be sought, not in passive resignation to these restrictions as if they were forever fixed, but in carrying the case to the public on an educational basis. Let the school and the public together engage in a democratic process of policy-making for education. Let the citizens examine the status of democracy in the United States and in the world today. Let them define the needs of the nation and of their own community for a citizenry informed as to the meaning of democracy and skilled in its practice. Let them determine whether they will charge the school with responsibility for preparing youth for the full exercise of democratic citizenship, or whether they prefer a type of education which uses the patterns of autocracy. If they choose the former, let them delegate authority to administrators and teachers to conduct the school as a laboratory of democratic living and an agency of free inquiry into the nature of democracy.—*Learning the Ways of Democracy*, Educational Policies Commission.

News Notes and Comments

January Front Cover

1. Marching and Maneuvering Band of Palatine High School, Palatine, Illinois
2. Debating teams from Southern High School and Patterson Park High School, Patterson, New Jersey
3. Girls' Shop Club and Boys' Cooking Club, Greencastle High School, Greencastle, Pennsylvania

A plan to help high school principals in their efforts to aid their students to become better adjusted occupationally after they leave school is now being introduced under the sponsorship of the National Association of Secondary-School Principals. By studying the former students, both graduates and drop-outs, information is obtained which is basic to a continuous appraisal of that aspect of the school program aimed at occupational adjustment.

Aided by a grant from the General Education Board, the National Association is continuing its project known as the Occupational Adjustment Study. The purpose of the second year of work is to try out in various practical school situations the survey-plan developed in an intensive study of six high schools near New York City last year.

National Duplicated Paper Association Conference

Several hundred high school students and sponsors gathered at Central Normal College, at Danville, Indiana, on Saturday, November 9, for the eighth annual conference of the National Duplicated Paper Association.

National Social Hygiene Day, one of America's leading public health events, will be observed for the fifth time on February 5, 1941.

Kansas City, Missouri's board of education recently voted to limit use of the public school buildings to parent-teacher organizations, Boy Scout troops, and fathers' clubs. This has created a furore among taxpayers generally and particularly the city administration, which has threatened to retaliate by charging the board the full price for city water used in the schools.

The curtailed use of the building facilities is expected to save approximately \$6,100 each year. If the regular water rate is charged, it will add about \$12,000 a year to the operating costs.

Various community activities will be affected by the retrenchment. Adult recreation centers, night school classes and community projects enlisting the attention and participation of 2500 persons weekly, and about twice that number of spectators, would be turned out under the proposed plan. Salary reductions of instructors were made several years ago, with a few restorations since, and the board has been seeking further avenues of curtailment, said Dr. Harold C. Hunt, superintendent, who came to the school system this year from Schenectady, N. Y.

The schools use several city parks and playground areas for recreational purposes, and the city has declared that if use of the schools is to be strictly limited, a charge would also be made for use of these playground facilities. "The same taxpayers who pay for the parks pay for school operation. Many of them do not have children, but they pay just the same. It is time that the board of education knows that all taxpayers, not merely groups, are entitled to use the school facilities," said John A. Moore, park board president. Mayor John B. Gage said the recreation centers of which the public would be deprived under the new rule, were badly needed in congested areas.

It is reported that students at Lees-MacRae Junior College, Banner Elk, N. C., are now able to get credit for 'possum hunting. It seems that each student is required to participate in some sport as a part of the physical education program, and hikes have been classed as sports for some years. When a bright student suggested that the hikes take place at night, so that the students could take part in a 'possum hunt at the same time, his idea found favor with the athletic director, who is owner of a fine pack of 'possum hounds. Those who sign up for the sport find it is a strenuous one. Often the 'possum does not run far or is already treed when the hounds first get scent of him, but when the 'possum does decide to run, the students following have to dash through thickets and up steep mountainsides before the hunt is over.

Since the accrediting of 'possum hunting, numerous suggestions have been received in regard to extending the home economics course to include the art of 'possum cooking.

Dr. Haven Emerson of the De Lamar Institute of Public Health, College of Physicians and Surgeons, will be the principal speaker at the Allied Youth dinner at the American Association of School Administrators Convention

of the National Education Association to be held at the Jefferson Hotel, Atlantic City, Monday, February 24 at 6 p.m. The price of the dinner is \$1. All who are interested in the work of Allied Youth and in the alcohol problem are invited.

Fourth Scholastic Salon of Photography—February 15-23, 1941

Amateur student photographers between the ages of eleven and eighteen are invited to enter their prints for display. All work involved, including the preparation of the final print, must be done by the individual exhibitor.

Regional Conferences on Citizenship Education

The Educational Policies Commission of the National Education Association is planning to hold a series of thirty regional conferences on citizenship education in various centers throughout the United States. These conferences will be sponsored jointly by the Educational Policies Commission and local and state educational agencies between the dates of January 10 and May 30, 1941.

Basketball Most Popular

A nation-wide survey of 18,769 schools in 47 states disclosed that 96% of them or 18,101 played basketball last year; 48% or 8,962 schools participated in track; 40% or 7,536 schools played eleven-man football; 37% or 6,936 schools played baseball; 26% or 4,809 schools played tennis; 9% or 1,763 schools played six-man football; 9% or 1,606 schools played golf; and 3% or 491 schools played soccer.—*Kansas High School Activities Journal*.

Assorted Back Numbers

Several hundred miscellaneous copies of *School Activities* are being wrapped in packages of 27—no two alike and none of the current volume—and offered prepaid for \$2. This makes available at a nominal price over a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable now as when they were first published.

It is better to be foolish than stupid. The first calamity is subject to amelioration, the second is mortal.

Democracy is a raft. You cannot easily overturn it. It is a wet place but a pretty safe one.
—Joseph Cook

The Social Graces

LAWRENCE GOTTLIEB
477 St. Annis Ave.,
New York, City

ORGANIZED to improve the speech, behavior, and appearance of the boys at Long Island City High School, in New York City, the Men About Town Club at that school has resulted in a noticeable change for the better in the abilities of its members to cope with the social problems faced by a high school student. Each new applicant for membership is given a personality analysis, and if Mr. Goldman, the sponsor, believes the club can improve his appearance and popularity, he is accepted.

Some of the most popular girl students at Long Island City High advise the club members on their conduct at social affairs attended by both girls and boys. One of these girls occasionally talks before the club on such subjects as, "What I Expect of the Ideal High School Boy." Dancing is taught to members who wish to learn this necessary social accomplishment, and the attendance at school dances has increased considerably as a result of this innovation.

The Men About Town Club publishes a two page mimeographed paper titled, "Going to Town," which offers sartorial advice and prints news of interest to the members. In the time it has been in existence, the club has done much to improve the general appearance of the boys at the school and has helped make school a more pleasant place to study. Mr. Goldman believes a club of this type should be in every co-educational high school, since it does much to help its members prepare themselves for their after-school life, and consequently does more good for the student than almost any other form of extra-curricular activity.

Knowledge is an improvement upon belief, but insight is far superior to knowledge.

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Questions from the Floor

BY THE EDITOR

● *How can you justify honor clubs or organizations which are open only to the upper third or ten per cent of the class as being democratic? Would it be better to rank all pupils and later select for the honor clubs those who have made the most progress in activities, character development, leadership, and scholarship? Hubert J. Davis, Pocahontas, Virginia.*

Democracy means equality of opportunity not equality of ability. In the adult democracy around us there are those who are in the "upper ten per cent," mentally; these are our teachers, editors, attorneys, physicians, writers, etc. Probably many of them are in the "lower ten per cent" when other phases of life—physical, social, emotional, spiritual, etc., are considered. Very few individuals, if any, are in the upper ten per cent in all areas of living.

There is a place in the school for a club that honors by membership those relatively few students who earn high marks. This is the usual "Honor Roll." However, the weakness of this type of honoring is the danger that "making" such a club may become to be considered the acme of scholastic proficiency. The purpose of the school is NOT TO PRODUCE SCHOLARS; it is TO PRODUCE GOOD CITIZENS. Hence, a club such as the National Honor Society or some similar organization that has, as you suggest, as its membership requirements SEVERAL of the important qualifications of the good citizens more accurately represents the ideal of the school.

At the same time there is a place for the "mark honor society" or the "honor roll" the same as there is a place for devices of recognition for those students who excel in athletics, debate, dramatics, music, and other activities. But membership in this club should be considered a recognition of only one of the important phases of studenthood—not all of them.

To emphasize: democracy means equality of opportunity to go as far as one's ability permits—it does not mean equality of abilities.

● *Could the play period take the place of the home room in the small school, if it is properly conducted? Do students and teachers play together enough? Mose Stucky, Kirwin, Kansas.*

Probably the small school requires the formally scheduled home room period less than the large school because of the size of the group, and the nearness of its various students to their teachers. Many of the guidance problems that form the basis of suc-

cessful home-rooming are met in class and group meetings, and in individual relationships with the teachers.

However, a "play period" does not represent the home room idea. It represents a sort of activity period. The main purpose of the home room is guidance—mental, social, physical, spiritual, thrift, recreational, etc. A play period of course provides some valuable guidance, but it is usually not definitely organized and pointed. See also the answer to Mr. Lockridge's question below.

In your second question you rather imply that teachers and students do not play together enough. And we would agree with you. The two main reasons for this failure are (1) the groundless fear of the teachers that such playing will result in too much intimacy and so harm "proper teacher-student relationships;" and (2) too many teachers do not know how to play. Too bad! Neither "reason" is justifiable.

The Great Teacher was intimately associated with His followers—His students. He walked with them, ate with them, slept with them, sang with them, fished with them; He attended their weddings, feasts, funerals, and other events; and in other ways He was ONE with them. Little wonder He had such a great influence on their thoughts.

It is our belief that if the teacher knew how to play and played successfully with her students, she would do a much better job of her teaching because her students would recognize her human-ness and accept her personally much more than they do at present.

● *In a school where the student council is performing its duty efficiently does the teacher have the right to punish a student for improper conduct on the playground? L. M. Simms, Jackson, Mississippi.*

Certainly the teacher has the "right." The school authorities abrogate no final responsibility when they delegate certain responsibilities to the council or other group.

However, normally, at least, provided the council or other similar body is charged with this playground responsibility, it should handle the cases under its jurisdiction. Such a procedure not only gives official recognition to the body and thus demonstrates the administration's confidence in it, but it is usually effective because of the development of "social pressure."

The nation, every state, and every school has formal rules of conduct which may not be

violated without penalty. On the other hand, however, a great many of our common observances are not required by codified regulation. They come because of "social pressure." To illustrate: there is no law that requires a man to tip his hat to a lady, to be courteous in other ways, to shine his shoes, wash his face, clean his finger nails, or to do many of the other things that he normally does. He does these in order to win and retain the respect of his fellows. Obviously, this social pressure is tremendously important, and it is tremendously effective.

Now in the school setting. Often a formal regulation, especially if it is set with some little hullabaloo, or if it appears to be set arbitrarily, is often really little more than a challenge to the pupils to violate it. Naturally, some of these definite rules are necessary.

However, the average pupil will feel the unfavorable reaction of his well-liked fellows more than he will the unfavorable reaction of a teacher—especially if he, for any reason whatsoever, is not too fond of that teacher.

In short, one of the most important objectives of any form of student participation—perhaps the most important objective—is the development of a proper social pressure that will help to keep the pupils on the right track, socially.

● *Our home room period is fifteen minutes long, and we meet every day. Is it possible to organize a home room program that is worth while in such a set-up?* W. L. Lockridge, Kansas City, Missouri.

Frankly, we doubt seriously if you have a home room period in your school. More than likely it is a "report room period." We doubt if much in the way of home room guidance can be accomplished in a fifteen-minute period—especially when it is scheduled for every day. Too little time for warming up to the problems concerned; too little time for adequate presentation and discussion; too short a time between meetings; etc. We are willing to guess that this period is almost entirely an administrative device—a setting in which announcements are read and other routine matters are disposed of; and we are willing to guess that many of these periods, or parts of them, are used by the groups as study periods—a confession of failure at home-rooming. (In a real home room no studying is allowed, any more than in a real English or Latin class studying of other lessons is allowed.)

A real home room period is one in which the student himself becomes the subject studied—his interests, abilities, and potentialities. It provides both formally organized programs (in the interest of definiteness and completeness), and for the more or less informal discussional activities.

Probably, at the present time, only one, say a half-hour on a full period, a week is all that an average school can adequately and intelligently provide for. Maybe in time we shall have two or three or even five successful home room periods a week. But certainly we will never have these until we have successfully provided for one.

Some schools have abolished the daily fifteen-minute period in favor of a daily five-minute period. This is progress in reverse. Going from a daily fifteen-minute, or other short, period to, say, one thirty-minute or full period, and four five-minute administrative periods, would represent progress.

● *How can an activity that will not pay for itself be justified?* W. B. Martin, Greenville, South Carolina.

An activity must be justified on the basis of its educational contributions, and NOT on the basis of its success in self-financing.

Such activities as athletics, dramatics, and concerts are more or less "public shows," and help, at least, to finance themselves. However, even now, the trend is definitely away from the practice of charging admission fees to these spectacles. And this is logical. An admission fee places a premium upon tickling spectators instead of upon educating direct and indirect participants.

Membership fees are utilized in many schools to pay club and other organization expenses. These might be justified provided they are not so large as to discourage membership. Admission fees to assembly programs are thoroughly unjustifiable.

At the present time all money taken in from admission-fee events should be placed in a central treasury and budgeted out to the various organizations—irrespective of their contributions—on the basis of need, as determined by the central council, faculty, or other properly authorized body.

However, if activities have educational

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value they should be paid for by the board of education—all activities. And in time they will be so supported. Hasten the day!

● *What period in the day is the best for extra-curricular activities?* W. R. Sebastian, Bellevue, Kentucky.

No one knows the exact answer to this question. And even if he knew it for his own setting, he could not, with assurance, state that his answer would apply to all sizes and types of schools. However, we do have some experience upon which to base a general idea or two.

The third period in the morning and the first period after lunch are used more commonly than any others for activity purposes.

The first period of the day is rarely used because it does not allow the time necessary for any special planning and organizing, and because the students are not, as yet, in an activity mood. The second period is usually considered one of the "best" and consequently is most frequently utilized for the rather difficult subjects. The third period provides a "let down" from strenuous mental work—variety from the two previous periods of class-work.

The fourth period, just before lunch, is not a good period because activity is usually more

or less informal in nature and it is easy for the students' interest and attention to "peter out" before its end. The "feathering of interest," much more possible in an activity than in a definitely organized and conducted class, decreases the value of the last half of the fourth period.

The first period following lunch offers a bit of work of a somewhat recreational type when the students—so physicians tell us—are not at their peak, mentally.

The last period of the day may have the advantage of allowing a group to continue its activity past closing time, provided the regular period is not long enough, but, too, this is a disadvantage because some students will leave at the end of the period. Further, both students and teachers are anxious to end the day. Often administrative and other teachers' meetings are scheduled following this period. Also, because this is the last period, students for all sorts of reasons ask to be excused from it. Naturally, excusing students from activities is hardly complimentary to the school's estimate of their values.

To summarize: on the basis of present experience probably the third period in the morning represents the best time for activities, and the first period following lunch, the second best.



Junior-Senior Banquets Junior Proms-School Parties

ORIGINAL PLANS AND THEMES

- | | | |
|--|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Rainbow | <input type="checkbox"/> Circus | <input type="checkbox"/> Sailing |
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| <input type="checkbox"/> Dude Ranch | <input type="checkbox"/> Japanese | <input type="checkbox"/> Fun Fiesta |
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| <input type="checkbox"/> Hearts and Flowers | <input type="checkbox"/> Democracy | |
| <input type="checkbox"/> All the World's a Stage | | |

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● *Is it advisable to require that a student's grades be kept at a certain level in order that he may participate in activities?* Sara K. Gill, Barnesboro, Pennsylvania.

This is a good question, and one that is difficult to answer for all activities, all settings, and all students.

The usual eligibility arguments are: (1) students who are failing in their work should give their time and attention to school subjects; (2) students cannot be promoted on the basis of their activity records; (3) those who make the best marks make the best club members; (4) eligible students make sponsoring easier; (5) such requirements motivate curricular work.

In general, we do not favor such requirements for inside-the-school participation. The student who needs the club the most may be prevented from belonging to it. A student who is incapable of doing good class work will likely drop out shortly, and hence any possible contacts about the school should be capitalized and stressed. Doubtless, such requirements often do serve as motivators, but it is thoroughly logical that participation should be justified on the basis of direct contributions and not as a sort of "eat-your-spinach-and-you-can-have-some-cake" whip.

For the "public show" presentations—music, dramatics, exhibits, etc.—as well as athletics—we would have the same eligibility requirements that are common in interscholastics—no more and no less. The ineligible athlete is not considered representative enough of the school to participate in the game, and we see no reason for distinguishing between him and the musician, actor, editor, or other student who represents his school publicly. He is not a respectable representative school citizen until he successfully discharges his major school responsibility—his class work.

Tune In the Home School

(Continued on page 191)

casts and have been delighted to have their children participate in them. In this respect the Hammond school broadcasts have done an excellent work in building up goodwill throughout the community.

The definite objectives and values of school radio work include: (1) Development of a student's ability to speak, act, or sing. (2) Actual participation in an adult activity. (3) Development of talent, or ability in script writing. (4) Increased shortening of the bridge between school and home, or school and adult life. (5) Development of a series of programs that serve a definite need. (6) Development of a better cooperative spirit, as the entire school is represented in any

broadcast. (7) Development of a finer appreciation of radio programs.

Radio work is fun! Students never fail to thrill at the prospect of being on the air, and once having broadcast, they are more than eager to do so again. Parents have openly expressed their enthusiasm for the work and have been delighted to have their children broadcast. In this respect the Hammond school broadcasts have done much to build up goodwill throughout the community.

Student Forums Find Favor

(Continued on page 197)

dren's good, and that no doubt the child will pass it on to his children. The conclusion drawn was that parents are *not* old fashioned.

With the topic, *Should Early Marriages Be Encouraged?* many disheartening ideas were brought out. For instance, a person of twenty-five is ancient in the eyes of high school pupils, but the discussion was absolutely against marriages before twenty-two years of age unless financial security could be proved, as well as parental consent given. After twenty-two they figured a person should be through college, or if he didn't go to college, reasonably sure of his choice of vocation. However, no rule could be set, because every case would have to be solved differently. Of course, one should marry for love and not for money. All agreed except one little career girl who thought love could be sidetracked a little if you waited until the glamour age was passed and your main thought was security and companionship.

These have been some of our most interesting forums, and as yet no parents have complained publicly that we are trying to corrupt the morals of their sons and daughters by discussing such subjects.

The hardest thing, aside from getting members to go home after the meeting goes on an hour or more over the set time, is to keep to the topic. So many opinions bring up other topics, and before it is realized discussion is off the subject.

The conclusions drawn concerning forum groups which may be helpful are:

(1) A sponsor should be chosen who is competent in the art of promoting discussion.

(2) The teachers of social studies should either meet with the group or get information from the sponsor concerning the discussions and integrate the forum experience with the classroom work.

(3) A smaller group is more intimate and more successful, but in a large school where many are interested, groups should not exceed 75 or 100.

(4) All students in the group should be given opportunity for active participation and for free questioning.

How We Do It

C. E. ERICKSON, *Department Editor*

Have You a Social Room?

DOROTHY HARROD, *Kewanee High School, Kewanee, Illinois*

Are your students all dismissed at the same time? Do your boys and girls like to linger in the corridors and on the stairs and discuss all those weighty matters that only high school students find so important? Do your jitter bugs practice the latest dance steps at any time and any place? Do your clubs have a pleasant attractive room in which to meet? Is any provision made for the students who bring their lunches to have a place in which to rest, relax or visit with one another? Perhaps if some of these problems vex you, you will find the answer to your difficulties in the creation of a social room. One of the most successful projects undertaken by the student council of the Kewanee High School was the furnishing of such a room.

On the second floor of the high school building is a large room, approximately forty by sixty feet. With the completion of a new Central School adjoining the high school, additional room was made available for class rooms, and this room was left unused except for two music classes. Through the student council a suggestion was presented to the students that they raise enough money to furnish this room with comfortable chairs, davenports, lamps, and tables. A campaign was started through the home rooms, and the students decided that each student should contribute whatever amount he could to this project. A public spirited citizen in the community, whose identity remained unknown, offered to match every dollar that the students raised. By the use of pledge cards the individual students pledged any amount wished, and this amount was payable over a period of five weeks. The amounts varied from ten cents to a dollar.

After the money was raised, a committee was chosen to select the furniture. The room already had window drapes, and enough money was available to purchase five davenports, five large overstuffed chairs to match the davenports, six occasional chairs, five floor lamps, and several end tables. The principal brought over a rug he was no longer using, the Hi-Y gave a fine radio with a Victrola attachment, the Tri-Y bought records for Victorla, the art club made two very attractive screens and also purchased several large pictures.

The Social Room is open every day from three until five and during the noon hour in

the winter and on stormy days, always with a teacher in charge. Since the students themselves had a part in planning the room, they feel that it really belongs to them, and they take a real pride in seeing that it is kept up and taken care of. There are few rules: the students may read, visit with one another, tune in the radio, dance, or even study, if they care to do so. It is quite surprising how many algebra problems, physics assignments and latin translations are discussed. In the evening the room is available for class or club parties, or faculty meetings. We think that our Social Room fills a real need in our high school. Stop and see us some time.

Playcrafters Parents Reception

W. N. VIOLA, *Senior High School, Pontiac, Michigan*

Our dramatic organization, Pontiac Playcrafters Club, is considered the second oldest of its kind in the country. It is now entering its sixteenth year.

During this time a unique program has been given by the members each semester in the form of a demonstration and exhibition for their parents and friends.

The demonstration customarily consists of various phases of dramatics, such as showing the art of make-up, readings, music, and one-act plays, which are sometimes original.

The exhibition displays articles made by the drama students. A suggestive list consists of figurines which are costumes in miniature, marionettes, handpuppets, shadow figures, model lights and sound machines, masks, scrapbooks, scene sketches, and model sets.

A general chairman is appointed by the president for each of these occasions, who organizes committees in such a way that every member participates, thus giving everyone a responsibility and an assurance of perfect attendance.

Printed programs in gold and blue, the club colors, are handed to visitors at the beginning of the evening, and refreshments are served at the close of the program.

This semi-annual event is given as a goodwill gesture on the part of the Pontiac Playcrafters Club. Since there is no admission charge, all expenses are paid by the money in the club treasury.

Affairs of this kind acquaint the parents and friends with the activities of the dramatic group, the students receive practical experience through their program, the club acquires

excellent publicity, and gets well-earned co-operation for future events.

Hood School Harvest Festival

JESSIE LYNN DONALD, *Low Fourth Grade Teacher, Hood School, San Antonio, Texas*

Our school is located within a few blocks of the wholesale and retail vegetable markets. In San Antonio many of these markets are out of doors. They present a very beautiful sight in the autumn when the bountiful harvest from the Rio Grande Valley and the Winter Garden section is displayed.

A unit on Texas foods interested the pupils, due to the many and varied fairs and festivals that were being held throughout the state. A large map with arrows marking the location of the celebrations was made. Daily newspaper articles furnished the information concerning these events. A scrap book with clippings, pictures of the fair queens, and Chamber of Commerce folders was compiled. Much enthusiasm was aroused among the entire student body when it was known a real festival was to be held in the school.

The auditorium stage was used for a typical county fair scene. All rooms exhibited the biggest and best produce from vegetable trucks and the neighborhood markets. A *Canned In Texas* exhibit of vegetables, fruits, and sea food was of unusual interest. The coronation of kings and queens of Texas products climaxed the fair.

Installation Ceremony for Members of the School Council

VIRGINIA LYNN, *Torrington High School Torrington, Wyoming*

The following installation ceremony has been used quite effectively for the past two years in Torrington High School. It was worked out by a committee from the council. During the ceremony the council members, the sponsor, the principal and the school council chaplain are seated on the stage.

When the curtain rises, every person in the assembly will rise and repeat the Pledge of Allegiance. After that, the song *America* will be sung. The chairman of the assembly committee announces that the purpose of this assembly is to install the members of the School Council and then turns the program over to the principal.

A. Principal:

(1) The members of the School Council will please rise:—You have been chosen by the school to represent our student body as a school council. Therefore you are obligated to take this pledge. You will repeat after me:

In the presence of the Student Body—and of the faculty members—I promise to ful-

fill—the duty required of me by the school—to the best of my ability.—I agree to vacate my position in School Council—if I should violate—the laws and rules of the school—and the School Council constitution.

(2) The president of the School Council will please rise:—You have been chosen president of the School Council by the Student Body. Therefore you are expected to fulfill your high office to the best of your ability. You will repeat after me:—

I promise to obey the laws of our school and of our School Council constitution,—that I will show no favoritism toward any class or person—represented in the Council,—that I will do all I can to help the Council accomplish its aims—and if I violate this pledge in any way I will vacate my office.

(3) The vice-president will please rise. Your duty is to take the president's place when he is absent. So you must be able to fill the office of the president at any time. You will repeat after me:

In the presence of the Student Body and Faculty members—I promise that when the occasion arises—I will fill the president's office to the best of my ability.—I will show no favoritism toward any class or person in Student Council—and if I violate this pledge I will vacate my office.

(4) The secretary will please rise. Your duty is to keep a record of all meetings and to carry on the correspondence of the School Council. You will repeat after me:

I promise that I will perform the duties of

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my office—and obey the laws of the school and the School Council constitution.—That if I violate this pledge or the School Council constitution—I will vacate my office.

(5) The treasurer will please rise. Your duty is to keep an accurate account of the money that the Council may have. You will repeat after me:

I promise to fill my office—and carry on the transactions that are required of me—If I violate this pledge I will vacate my office.

(6) Will the School Council sponsor please rise. You will help the president govern the Council and carry on its transactions. You will repeat after me:

I sincerely promise—that I will show no partiality or favoritism to any member of the School Council.—I will give my loyal support to the Council—and I will help the Council accomplish its aims.—I promise to fulfill my office to the best of my ability.

- B. The principal presents the chaplain who gives a short talk.
- C. The principal presents the newly elected School Council president, who will address the student body.
- D. School song sung by entire student body.

Youth Solve Their Own Bicycle Problems

FLORENCE TREDENNICK, O. W. Holmes School Oak Park, Illinois

The majority of pupils in this community own and ride bicycles, making it necessary to set up a definite program for those who engage in this activity. After a representative group of pupils studied the state rules and regulations, they formulated their own bicycle code. In order to determine whether each pupil who wished to ride his bicycle to school understood the rules, a test was constructed for that purpose. Each year this test must be passed with a high percentage of correct answers before the pupil is permitted to ride his bicycle to school. The statements incorrectly answered are analyzed in a conference between the pupil and the teacher who directs this work, after which a second test is given.

Each bicycle must show a copper tag which bears the license number secured after the rider has satisfactorily passed the following test:

Mark "T" or "F" after each statement.

1. One who rides a bicycle may secure a set of rules from the State Division of Highways, Springfield, Illinois.
2. A bicycle rider should travel on the right side of the road near the curb.
3. A bicycle rider should travel on the left side of the road near the curb.
4. A bicycle rider should travel on the sidewalk.

5. A bicycle rider should wait for the green light and never cross against a red light.
6. The red and green lights are for the motorist only and do not concern the bicycle rider.
7. When a bicycle is ridden after sunset, a reflector at the rear is all that is needed.
8. When a bicycle is ridden after sunset and before sunup, a white headlight and a red tail light should be displayed.
9. A bicycle rider should not ride where traffic is heavy.
10. A bicycle rider should give the motorist the right of way but let the pedestrian look out for the rider.
11. A bicycle rider should give both the motorist and the pedestrian the right of way.
12. A bicycle rider should give signals when he expects to turn or stop.
13. When two or more cyclists are riding together they should ride abreast but close together.
14. Bicycle riders should always travel in single file on the highway.
15. A bicycle rider should never carry a passenger nor do trick riding on the street.
16. When another boy or girl is walking with



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a bicycle rider, the bicyclist should be polite enough to give the one who is walking a ride.

17. If the driver of a car is willing, it is legal for the bicyclist to hitch on the car.
18. A bicycle rider may hitch on to motor vehicles or street cars.
19. A bicycle rider may play riding games on the street.
20. Before leaving a driveway or crossing a street, a bicycle rider should look both ways and then dart as quickly as possible across the street.
21. Before leaving a driveway or crossing a street a bicycle rider should look both ways and wait for any approaching traffic.
22. A bicycle rider should keep his bicycle in good condition and give special attention to keeping his brakes in working order.
23. A bicycle rider should dismount and walk across difficult corners.
24. When approaching a pedestrian, a bicycle rider should give audible notice with horn or bell, not siren or whistle.
25. A bicycle rider should not try to squeeze into narrow spaces between vehicles.

26. A bicycle rider should not race on crowded streets.

PLAYGROUND

27. A bicycle rider should not cross the playground after eight in the morning or before four in the afternoon.
28. A bicycle rider should lock his bicycle to anything he can find that is convenient.
29. If a bicycle is on the school grounds it can not be lost for the policeman is always watching.
30. Bicycle riders should always lock their bicycles to the rack on the east side of the building.
31. If the bicycle is left without being locked to some acceptable object, a warning will

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Staff Handbook for the High School Newspaper

By **CARL G. MILLER**

Instructor in the Lewis and Clark High School, Spokane, Washington

This is a most convenient handbook for all concerned with the publication of a high school newspaper. It covers General Policies, Duties of the Editor, Associate Editor, Copyreader, Reporter, Exchange Editor, Staff Typist, Business Manager, Advertising Representative, Circulation Manager, Circulation Representative, Cashier-Bookkeeper, Mailing Manager and Rules for Copy, Ten Rules for Make-up, Copyreading Signs, Proof Reading Signs and Rules for Style.

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be given but a fine of five cents will be levied.

32. A permit or license may be revoked if the holder does not show that he is trying to follow the safety regulations.
33. The purpose of these regulations is to give the patrol boys a chance to boss the ones who ride bicycles to school.
34. "Always be careful" is a good rule to follow.

If the pupil observes the regulations set up by the safety patrol and the bicycle committee, he is issued a regular permit, provided he lives at a distance greater than two blocks from the school. No pupil below the fourth grade may ride his bicycle to school.

The construction of bicycle racks was undertaken as a Junior Civic League project. All bicycles must be locked. If the bicycle committee finds a bicycle not locked, it is brought into the building and can be redeemed only after a fine of five cents has been paid.

This plan is in its second year of operation and proves very successful. Pupils take pride in living up to the standards they have set for themselves.

Student Court

LESTER LEAHY, Adviser, West Milwaukee High School, West Milwaukee, Wisconsin.

No student court can function properly without the support of the principal. At West Milwaukee High School, our principal, Mr. Mathew Barkley, is in favor of the Court and co-operates with the proper functioning of it.

We have a Senior Court of three members and a Junior Court of three members, each Court meeting weekly. The members have to have minimum average marks of at least 85.

To date, for this year we have tried and completed twenty-eight cases and have thirteen cases where requirements have not been completed.

TWENTY-EIGHT CASES COMPLETED INCLUDE:

- 10 Truancy—Skipping School
Various topics assigned to be written in ink for nine cases.
One case where attitude was not good was given in addition several hours of work washing science equipment.

- 2 Smoking on School Grounds
Both cases assigned written topics.

- 5 Loitering and Noise Making in Halls
Two cases assigned topic work and three assigned washing various equipment.

- 4 Cases where teachers sent in students for shirking in class. Some feel that this should be an individual teacher's matter but the Court handled these cases by assigning extra topic work.

- 3 Cases Contempt. (Failure to report to Court when notified)

These cases were for minor infractions of not getting sentences in for leaving lockers open.

All cases of contempt were given several hours of washing dishes in addition.

- 4 Cases of failure to hand in sentences for leaving lockers open were assigned topics.

A number of times last year letters were written to parents when students did not promptly fulfill their punishment assignment. This surprised some parents a great deal, and the word quickly got around.

Athletics for the Rural High School

(Continued from page 186)

Soon after the beginning of each new season, prior to the beginning of inter-school games, the squad is selected from the group of candidates which first reported. A captain is then chosen for the season by majority vote. The duties of a captain are those of the coach in the event of the latter's absence from all or part of a practice session. Immediately after this, the squad selects a manager to serve for the duration of the season.

It is the duty of the manager to assist the coach in any capacity possible. He must handle correspondence with other schools, help to arrange schedules, and be responsible for the care and supervision of equipment. This sys-

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tem operates effectively, because it often happens that a manager will be selected by his mates to serve throughout the entire year. When this does not occur, the system operates to encourage student initiative and assuming of responsibilities.

Oxon Hill finances its athletic program partly by student contribution and by securing revenues from dances and amusements. At the beginning of each year all students desiring to participate in athletics must register with the athletic association, and help maintain student participation in the program. Those who are financially able contribute twenty-five cents to the association. This money is used to help defer the total cost of the program.

For the past two years, student athletic registration has exceeded 90%, with 85% participating. Naturally the athletic budget at Oxon Hill is proportionately as high as in other schools of its size. However, it has been found feasible to secure maximum student participation, along with keeping expenditures within a reasonable figure, without running the gamut of the dangers of overemphasis.

Negative Rebuttal Plans

(Continued from page 194)

ship, allow me to point out some recent steps toward centralization upon the part of the government.

One of the schemes leading to centralization is the National Housing Act. Under the provisions of this act the government has taken over a measure of control over housing and the insurance business. In the Farm Credit Union we find another step toward the centralization of power in Washington. This is a plan for the centralization of credit. Still another such plan is the Securities Exchange Act which has given the government complete control over the issuance of securities.

We could go on to list a number of recent acts of the government that have tended to centralization of power in Washington. The next step following this centralization is dictatorship.

AFFIRMATIVE ARGUMENT—Most of the duties that are now performed by the individual states could be accomplished better by the federal government.

NEGATIVE REFUTATION—The members of the affirmative team seem to feel that the duties that are now performed by the individual states could best be handled by the federal government. When we are willing to adopt such a philosophy of government, we are ready to centralize all power in Washington and break up the power of the individual states.

This problem of breaking the power of the

states and giving their power to the federal government has been with our country since its beginning. As far back as 1908 Elihu Root pointed out that "the nations cannot perform the functions of the state sovereignties. If it were to undertake to perform these functions, it would break down. The machinery would not be able to perform the duty. The pressure is already very heavy upon national machinery to do its present work."

If this statement of Mr. Root is correct then, we may say that the pressure upon the federal government today is almost unbearable. Any increase in the power of the federal government today may result in a breakdown of our national government.

AFFIRMATIVE ARGUMENT—There is no danger that the increasing of the power of the federal government will result in inactivity among the state governments in meeting the problems of the times.


NEGATIVE REFUTATION—The members of the affirmative have no fear that an increase in the power of the federal government will result in the development of lethargy among the states. We of the negative know that the old motto of "Let George do it" applies with the states and the federal government as it does among individuals. If the federal government is willing to pay the costs of relief, the state and local governments are willing to allow the state to continue with that burden. As soon as the states can get the federal government to assume more burdens, they will do so. The result will be that the states will become completely inactive.

The inevitable result of increased spending by the federal government will be that the states will grab the money and make every attempt to avoid meeting their own problems because it is much easier to get the money from the federal government. If this condition continues for any length of time the power of the states will be completely destroyed.

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New Helps

● **AUDIO-VISUAL AIDS TO INSTRUCTION**, by Harry C. McKown and Alvin B. Roberts. Published by McGraw-Hill, 1940. 385 pages.

Here is an up-to-date, practical book which shows the teacher and administrator how to select, organize, and utilize audio-visual aids of all types, in all subjects, and at all levels. In it primary emphasis is placed upon actual practice. It gives specific information and advice that will prove helpful in any school with any kind of an audio-visual program of instruction. This is a complete book. It would be difficult to imagine a pertinent question on the subject of audio-visual instruction not answered in this volume.

● **NINE RADIO PLAYS**—*With Eyes Turned West, Mac and the Black Cat, Stew for Six, For Mister Jim, Debt of Honor, Cupid on the Cuff, "Voices", The Way of Shawn, Discipline by Dad*—by Jean Lee Latham. Published by Dramatic Publishing Company, 1940. 132 pages.

These plays have been written and published for performance on local broadcasts. They are short, cleverly written, and properly slanted for effective radio use. They are particularly suited to specific seasons of the

year—one for Washington's Birthday, one for St. Patrick's Day, one for Mother's Day, one for St. Valentine's Day, etc. Schools will find these plays convenient, practical, and educative.

● **YOU CAN ENJOY MUSIC**, by Helen L. Kaufmann. Published by Reynal & Hitchcock, 1940. 324 pages.

There's music in the air, and this book is an invitation to come and get it. Those who can not read music or play an instrument are told in this book how to enjoy music and how to enrich their lives through it. The author introduces the materials of music, explains musical instruments, and presents famous composers. In informal and readable style she makes music meaningful to those people who have not known what they were missing.

● **EXPERIENCES IN SPEAKING**, by Howard Francis Seely and William Arthur Hackett. Published by Scott Foresman and Company, 1940. 512 pages.

Beginning with casual, everyday uses of speech, this book leads students to participate in experiences familiar to them—conversation, class discussions, talking by telephone, introducing people, interviewing, and story telling. It then leads them into the experiences of public speaking, broadcasting, debating and dramatizing. It is a fascinating presentation of experiences in effective speech.



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Dinner Guest: "Will you pass the nuts, professor?"

Absent-Minded Professor: "Yes, I suppose so, but I really should flunk most of them."

DON'T BE TOO HASTY

The aviation instructor, having delivered a lecture on parachute work, concluded:

"And if it doesn't open—well, gentlemen, that's what is known as 'jumping to a conclusion.'"

WHAT A PARTY

A teacher was correcting a boy who had said: "I ain't going there."

"That's no way to talk. Listen: I am not going there; you are not going there; he is not going there; we are not going there; they are not going there. Do you get the idea?"

"Yes, ma'am. They ain't nobody going."

—Old Line.

MASSAGE

"The human anatomy is a wonderful piece of mechanism."

"Yes, pat a man on the back and you'll make his head swell."—*Journal of Education.*

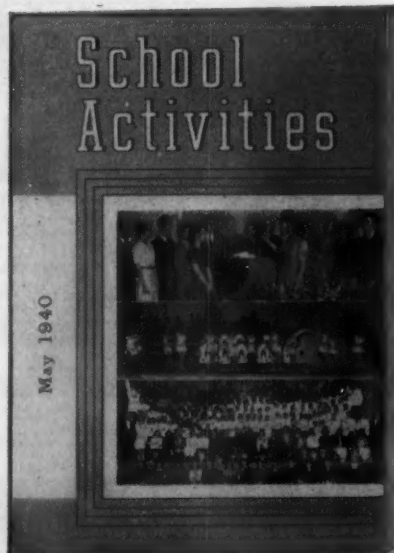
TOO LATE

In her school essay on "Parents" a little girl wrote: "We get our parents when they are so old that it is impossible to change their habits."—*Wisconsin Journal of Education.*

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